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ABSTRACT

Developed following an intensive information-gathering process conducted by Idaho home economics teachers, this guide is designed to be used for a full-year vocational home economics course in the junior high school and in the senior high school. The foundation for both of the courses is the multiple roles individuals fill as homemakers and wage earners. At the junior high level, the "Teen Living" curriculum is designed to focus upon the adolescent as a contributing member in a home and family situation, while at the senior high level, the "Adult Living" curriculum is designed to focus upon the teenager as an individual preparing to assume, or already assuming, the responsibilities of a leader in a home and family life situation. The "Teen Living" and "Adult Living" sections of this curriculum guide are organized into six units focusing on identical topics: coordinating work life and family life, nurturing human development, economics and managing resources, feeding and nourishing the family, meeting personal and family textiles needs, and creating a living environment. Each section in both guides begins with a statement of rationale and focus. Each includes a scope and sequence, an outline of the competencies and sub-competencies that should be taught as part of the curriculum (keyed to learning experiences including Future Homemakers of America activities that could be used to help students achieve the competency) and resources to be used for the suggested learning experiences. (KC)

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TEEN LIVING

for the Junior High

ADULT LIVING

for the Senior High

Vocational Home Economics Curriculum Guide

with emphasis on:

Coordinating Work and the Family

Nurturing Human Development

Economics and Managing Resources

Feeding and Nourishing the Family

Meeting Personal and Family Textile Needs

Creating a Living Environment

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September, 1985

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Development Process

This TEEN LIVING/ADULT LIVING guide was developed following an intensive information gathering process conducted by Idaho home economics teachers. The guide is designed to be used for a full-year vocational home economics course in the junior high grades (7-9) and for a full-year vocational home economics course in the senior high grades (10-12). The foundation for both of the courses is the multiple roles individuals fill as homemakers and wage earners.

At the junior high level, the **Teen Living** curriculum is designed to focus upon the adolescent as a contributing member in a home and family situation. School responsibilities are the "work life" of the junior high aged student. The student also has additional responsibilities as a member of a family in regard to helping the family unit to coordinate and manage the combination of **family** and **work**. The student will learn to recognize and deal with the issues that impact upon work/family interaction, and to contribute toward positive interaction between **work** and **family**.

At the senior high level, the **Adult Living** curriculum is designed to focus upon the teenager as an individual preparing to assume, or already assuming, the responsibilities of a leader in a home and family life situation. The senior high student is preparing to accept responsibilities for holding a leadership role in family life. This may be as a post-secondary student, as a full-time worker, as a parent, or any of the other multiple options open to students beyond their secondary schooling. The student will learn to coordinate and manage the **family** life and **work** life utilizing a variety of problem-solving methods, management processes, and coping skills designed to stimulate positive interaction between **work** and **family**.

Work on this curriculum was initially begun as a part of the Idaho Vocational-Technical Education Task Force and the vocational home economics ad hoc committee's deliberations regarding the future of vocational education at the secondary level in Idaho. Additional focus work was completed by the university level home economics educators and the state supervisor for vocational home economics at a meeting in May. The vocational home economics teachers had an opportunity to provide input during the Idaho Vocational Education Summer Conference in August, 1984. At that time home economics teachers were involved in a three-hour workshop designed to identify issues and concerns facing individuals and families in Idaho.

The question presented to the home economics teachers during all initial phases of this project was: **"What life-living decisions (those that recur over generations) can you identify that should appropriately be addressed in the home economics curriculum?"** The responses were summarized into 6 major areas: Coordinating Work and the Family, Economics and Managing Resources, Feeding and Nourishing the Family, Nurturing Human Development, Creating a Living Environment, and Meeting Personal and Family Textile Needs.

Summary sheets of concerns were developed and disseminated during workshops held throughout the state (6) during September, 1984. The home economics teachers in attendance at these workshops received the information and were asked to review and add to the responses previously provided. The results of these meetings were received by early October and added to the previous summary sheets. At that time the home economics teacher educators and the state supervisor for vocational home economics met and finalized the definition and description of the course at both the junior high and senior high levels.

During Future Homemakers of America district meetings in October and November, home economics teachers in attendance received an updated summary of concerns. The teachers were asked, once again, to review and add to the concerns listed in each of the six areas. The responses received as a result of this process were added to the previous responses and summarized once again. These were available for the curriculum writers' workshop held in January, 1985.

The identified curriculum writers, teacher educators and state supervisor met in January for an initial curriculum writing workshop. The result of that workshop was a tentative outline for the junior high and senior curricula and a process for obtaining additional community input into the curriculum design. During the months of February, March, and April community input was obtained by 32 Idaho home economics teachers with responses obtained from more than 341 community members. Responders included parents of current and former students, students, administrators, retired persons, business persons, single parents, teachers, parents with adopted children, grandparents, clergy, parents with very young children, teenage parents, persons with special needs, advisory committee members, and others. These individuals provided suggestions for the 6 major content areas previously identified by responding to the question **"What are major challenges faced by individuals and families today in each of these six areas?"**

INTRO

The community responses were utilized by the writing team during the April curriculum writing workshop. Starred (*) competencies within the guide identify those most frequently identified by community respondents. The April curriculum writing workshop resulted in the development of a rationale, focus, and conceptual outline for each of the 6 major areas.

In May, a focus-group meeting was held in Idaho as part of a national secondary curriculum project. Individuals representing the root disciplines provided input to the question: **"In light of contemporary conditions, what should we be teaching in home economics at the secondary level?"** Information from this focus-group session was provided to the writers and consultants.

During June, 1985, the team of writers and consultants met for a week to finalize the development of the curriculum. Learning experiences were identified and suggested for each of the competency and sub-competency statements. Current resources were identified and suggested. Final editing was done by the project director and editor with assistance from the consultants. The result of the entire process is this guide for vocational home economics in Idaho.

The **TEEN LIVING** and **ADULT LIVING** guide for vocational home economics in Idaho provides the following for the teacher and program.

- - **SCOPE AND SEQUENCE** for each course
- - **UNITS** to be taught in each course
- - **TOPICS** to be addressed in each unit
- - **COMPETENCIES and SUB- COMPETENCIES** the student should acquire through the study of each topic
- - **LEARNING EXPERIENCES** including FHA activities which could be used to help students achieve the competency.
- - **RESOURCES** which could be used for the suggested learning experiences.

The guide is organized in two sections. The entire **TEEN LIVING** curriculum is presented in the first section. The complete **ADULT LIVING** curriculum is presented in the second section.

HOW TO USE THE GUIDE

The **TEEN LIVING** and **ADULT LIVING** guides presented in this Idaho Vocational Home Economics Curriculum Guide are organized in an identical manner. Each guide is organized into six color coded sections. The sections and color coding are as follows:

Coordinating Work Life and Family Life	white
Nurturing Human Development	yellow
Economics and Managing Resources	goldenrod
Feeding and Nourishing the Family	buff
Meeting Personal and Family Textile Needs	russet
Creating a Living Environment	ivory

Each section in both the **TEEN LIVING** and **ADULT LIVING** guides begins with a statement of rationale and focus. The focus for the appropriate level, junior high or senior high, is emphasized. The second and third pages in each section provide an outline of the competencies and sub-competencies which should be taught as part of the curriculum. Those identified most frequently by participants in the community meetings are starred (*).

The fourth page, in each section, provides a bibliography of resources used in the development of the section. Several primary resources have been used throughout the development of both the **TEEN LIVING** and **ADULT LIVING** guides. The curriculum materials developed in Ohio and Utah provided excellent resources. These materials are available from the respective centers identified in the bibliography. Texts most frequently used are readily identifiable in each section. The intent of the curriculum developers was to limit the number of primary resources used so that each program would be able to obtain adequate, and similar, resources.

The suggested learning experiences for each section of the guides are found beginning on page 5 of each colored section. At least one learning experience is suggested for each sub-competency. A number of alternatives or sequential learning experiences are suggested for other sub-competencies. References or resources for the learning experiences are identified when appropriate.

A complete bibliography of resources for the **TEEN LIVING** guide is found at the end of the **TEEN LIVING** guide. A complete bibliography of resources for the **ADULT LIVING** guide is found at the end of the **ADULT LIVING** guide.

A course description for the courses, **TEEN LIVING** and **ADULT LIVING**, is provided in this introductory section. Rationale and focus information for each content section within the guides is provided following the course descriptions. This information presents a complete overview of the Idaho vocational home economics curriculum for **TEEN LIVING** and **ADULT LIVING** and illustrates effectively how the curriculum has been designed. A primary concept that the developers utilized in the design is articulation without duplication. The rationale and focus statements serve to illustrate the articulation desired between the junior high and senior high curriculums. Focusing in the junior high upon the students' participatory role in a home/family setting and in the senior high upon the students' leadership role in a home/family setting.

A suggested scope and sequence is provided for the **TEEN LIVING** course and another for the **ADULT LIVING** course. The definition and scope and sequence charts are repeated in each guide. The suggested scope and sequence charts have been developed with enough flexibility to allow for local school schedules. It is strongly recommended that teachers hold advisory meetings of representative groups of individuals within their community to identify any changes or variations that may be needed. Both the **TEEN LIVING** and **ADULT LIVING** courses have been developed as comprehensive courses focusing on the needs and interests of individuals as they develop and exhibit basic living skills. The suggested scope and sequence charts represent input from the community meetings held across Idaho as a part of the development process.

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TEEN LIVING

Course Description	1
Scope and Sequence Chart	2

Coordinating Work Life and Family Life (white)

Rationale and Focus	WF 1
Teen Living Outline	WF 2
Bibliography of Resources	WF 4
Suggested Learning Experiences	WF 5

Nurturing Human Development (yellow)

Rationale and Focus	HD 1
Teen Living Outline	HD 2
Bibliography of Resources	HD 4
Suggested Learning Experiences	HD 5

Economics and Managing Resources (goldenrod)

Rationale and Focus	EM 1
Teen Living Outline	EM 2
Bibliography of Resources	EM 4
Suggested Learning Experiences	EM 5

Feeding and Nourishing the Family (buff)

Rationale and Focus	FN 1
Teen Living Outline	FN 2
Bibliography of Resources	FN 4
Suggested Learning Experiences	FN 5

Meeting Personal and Family Textile Needs (russet)

Rationale and Focus	FT 1
Teen Living Outline	FT 2
Bibliography of Resources	FT 4
Suggested Learning Experiences	FT 5

INTRO

Creating a Living Environment (ivory)

Rationale and Focus	LE 1
Teen Living Outline	LE 2
Bibliography of Resources	LE 4
Suggested Learning Experiences	LE 5

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ADULT LIVING

Course Description	1
Scope and Sequence Chart	2

Coordinating Work and the Family (white)

Rationale and Focus	WF 1
Adult Living Outline	WF 2
Bibliography of Resources	WF 4
Suggested Learning Experiences	WF 5

Nurturing Human Development (yellow)

Rationale and Focus	HD 1
Adult Living Outline	HD 2
Bibliography of Resources	HD 4
Suggested Learning Experiences	HD 5

Economics and Managing Resources (goldenrod)

Rationale and Focus	EM 1
Adult Living Outline	EM 2
Bibliography of Resources	EM 4
Suggested Learning Experiences	EM 5

Feeding and Nourishing the Family (buff)

Rationale and Focus	FN 1
Adult Living Outline	FN 2
Bibliography of Resources	FN 4
Suggested Learning Experiences	FN 5

Meeting Personal and Family Textile Needs (russet)

Rationale and Focus	FT 1
Adult Living Outline	FT 2
Bibliography of Resources	FT 4
Suggested Learning Experiences	FT 5

Creating a Living Environment (ivory)

Rationale and Focus	LE 1
Adult Living Outline	LE 2
Bibliography of Resources	LE 4
Suggested Learning Experiences	LE 5

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COURSE DESCRIPTIONS**TEEN LIVING -- JUNIOR HIGH**

The **TEEN LIVING** course is designed to help 7th through 9th grade students focus on their roles and responsibilities as individuals in the home and family situation with emphasis on:

- (1) Coordination of family life with work life,
- (2) Issues that impact upon work/family interaction,
- (3) Problems that arise from these issues, and
- (4) Positive interaction between work and family.

The **TEEN LIVING** vocational home economics course is designed as a year-long course planned in two semester length segments. A student in a junior high could take the first semester in the 7th, 8th, or 9th grade and the second semester in the 7th, 8th, or 9th grade. The semesters do not have to be taken in sequence, but a student would not repeat the same semester. This curriculum does not recommend or support 9 week classes nor does this curriculum suggest all of the content be condensed into a single semester.

The **TEEN LIVING** curriculum replaces what has been offered in Idaho as Home Economics I, 9th grade Home Economics, or Junior High Home Economics.

ADULT LIVING -- SENIOR HIGH

The **ADULT LIVING** curriculum is designed to equip senior high students with knowledge and skills necessary for fulfilling leadership roles in family/ home life as it is influenced by and coordinated with the work life of family members. Emphasis is on:

- (1) Visualization of adult responsibilities in the work/family context,
- (2) Issues that impact upon work/family interaction,
- (3) Problem solving techniques, management processes and coping skills applied to family situations, and
- (4) Positive interaction between work and family.

The **ADULT LIVING** curriculum is designed as a full-year class which could be divided at the semester. Students could take a semester during the 10th, 11th, or 12th grade, and a second semester during the 10th, 11th, or 12th grade. Students should not repeat a semester. The **ADULT LIVING** course is designed to replace the comprehensive senior high course which has been taught as Independent Living, Adult Living, Life Management, Home Economics IV, etc. The Independent Living Guide will serve as an excellent resource or supplement for this curriculum handbook.

Semester length courses in foods/nutrition and child development/parenting should still be offered as a part of the total home economics curriculum along with a capstone Occupational Home Economics program. A semester length offering in clothing/textiles could be offered based on a survey of local community needs. Environment for living should not be continued as a semester length course, but could be integrated with a related semester length course such as clothing/textiles.

COORDINATING WORK LIFE AND FAMILY LIFE

Rationale: The impact of current economic and employment trends and changes in the composition of the workforce have a major impact on family members as well as society as a whole. The interaction between family and work, the effects of work on the family, and the effects of the family on work must be recognized, understood, and considered in all decision making. Successful coordination of work life and family life is of benefit to the individual, family, and society.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- translate school as the "workplace" and respond to work/family issues and relationships within families.
- recognize and participate in the decision making, the management, and the coordination of daily work life and family life.
- recognize teen roles and responsibilities connected with the interaction between work and family.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- respond to work/family issues as the leader of the family unit.
- recognize and solve problems and situations resulting from work/family interaction.
- apply problem-solving techniques, management processes, and coping skills to family life.
- work toward an effective balance between work life and family life.

NURTURING HUMAN DEVELOPMENT

Rationale: Success in the workplace, home, and society depends on the individual's ability to communicate and to interact with people. Students are encouraged to think beyond self, and to consider how their actions affect family and others in society. Through this curriculum young men and women are lead to question: What decisions should I make regarding my personal relationships? What are the options available to me as I make major life decisions?

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- strengthen his/her self identity.
- understand the interrelationship of family members.
- discuss common family situations.
- recognize the influence of peer/friend pressure.
- understand the family lifestyle.
- make decisions regarding friends and boy/girl relationships.
- utilize babysitting skills for personal income.
- state the relationship between family members and work/family interaction.
- identify skills that can be transferred to human development/services careers.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- assess self identity in relationship to personal goals and values.
- identify changes within the family unit over time.
- discuss family alternatives in dealing with conflicts and crises.
- make decisions regarding relationships with others.
- evaluate lifestyle options for self.
- make decisions regarding parenting.
- nurture the development of individuals in a manner that supports positive interaction between work and family.
- explore careers in human development/services.

ECONOMICS AND MANAGING RESOURCES

Rationale: Economic challenges for individuals and families in today's society are continually increasing in numbers and complexity. Skills and knowledge for economic decision making are needed daily as individuals and families strive to meet financial obligations and personal and family goals. Participation of family members in decision making regarding family finances and economic security can serve to strengthen family relationships as individuals see the interrelatedness of their choices and activities to the good of the family.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- understand how his/her role fits into the family finances.
- develop appropriate spending habits using his/her personal funds.
- make decisions regarding utilization of available resources.
- state the relationship between the management of resources and positive interaction between work life and family life.
- identify skills that can be transferred to industry-related careers.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- identify present and future personal and family economic goals.
- utilize various economic resources to reach identified goals.
- utilize an earning/spending/saving plan.
- select appropriate financial services and programs.
- make wise shopping decisions.
- plan for and manage resources recognizing their interrelatedness to work life and family life.
- explore resource industry careers.

FEEDING AND NOURISHING THE FAMILY

Rationale: Basic nutrition knowledge and food choices have an impact on health. Nutrition affects mental and physical well being throughout the life cycle. A major concern is to provide an adequate and well balanced diet with resources available throughout the life cycle for individuals and their families. This curriculum examines the meaning of food in an individual's life and helps students recognize the social, psychological, and cultural aspects of food.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- recognize the role of nutrition in fitness, appearance, weight control, and well being of the teen.
- accept responsibility to assist in family meal planning and preparation.
- recognize how family lifestyle, culture, and traditions affect food decisions.
- apply food safety and sanitation principles.
- identify skills that can be transferred to food industry careers.
- state the relationship between meeting nutritional needs and the interaction between work life and family life.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- recognize and apply nutrition principles throughout the life cycle.
- use decision-making skills in procurement and preparation of food.
- develop critical thinking and decision-making skills in the use of time, money, equipment, and energy as applied to food.
- make wise food choices relative to individual/family needs, income, and life style.
- develop an understanding of the impact of new technologies on food choices and sources.
- recognize social, psychological, and cultural aspects of food.
- explore food industry careers.
- make decisions regarding nourishing and feeding the family that support positive interaction between work life and family life.

MEETING PERSONAL AND FAMILY TEXTILE NEEDS

Rationale: Integral to personal and family textile decisions is an understanding of self concept, present and possible future roles and careers, physical needs and characteristics, and the life cycle. This curriculum incorporates concepts and strategies which enable young men and women to question quality and quantity, the influence of peer and media pressure, and the issue of status as they make personal and family textile and clothing decisions. The concepts apply to home textile products as well as clothing.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- use critical thinking and practical application skills for choosing, wearing, and caring for clothing.
- recognize the effect of comfort and style, peer pressure, and self identity on clothing selection.
- apply basic sewing skills to the completion of a project.
- state the relationship between textile needs and work and family interaction.
- identify skills that can be transferred to clothing/textile industry careers.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- use critical thinking and practical application skills for providing for personal and family wardrobe and textile needs.
- evaluate physical, social, and psychological needs and concerns in terms of wardrobe plans.
- obtain and maintain a wardrobe.
- apply basic sewing skills to meeting personal and family textile needs.
- explore clothing/textiles industry careers.
- provide for textile needs in a manner that will support positive interaction between work and family.

CREATING A LIVING ENVIRONMENT

Rationale: A living environment for individuals, families, and society is a basic human need. Creating a satisfying environment includes examining options available and using critical thinking processes for practical problem solving in the selection, maintenance, and management of housing; and in human interaction within the broader living environment.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- respect personal and shared space.
- actively participate in the maintenance and management of the living environment.
- accept responsibility for a safe environment.
- identify special housing-related needs of individuals and families.
- utilize skills acquired to provide personal income.
- identify skills that can be transferred to the housing/home furnishings industry.
- state the relationship between the living environment and work/family interaction.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- critically analyze and apply principles in making decisions concerning living environments throughout the life cycle.
- manage and maintain a living environment.
- equip and furnish a living environment.
- identify the responsibilities of individuals for addressing societal living environment-related issues.
- explore careers in the housing/home furnishings industry.
- create a living environment that supports positive interaction between work and family.

SUGGESTED SCOPE AND SEQUENCE

TEEN LIVING -- for the Junior High Vocational Home Economics course.

UNIT	TIME	TOPICS
<i>First semester</i>		
Coordinating Work Life and Family Life (WF)	1 week	I. Interaction Between Family and Work
Nurturing Human Development	4-5 weeks	I. Self Formation II. Family Relationships Competency D
Economics and Managing Resources (EM)	5 weeks	I. Meet Individual and Family Values and Goals II. Resource Management III. Shopping Skills IV. Careers
Feeding and Nourishing the Family (FN)	5 weeks	I. Fitness/Wellness II. Food Safety and Sanitation III. Meal Management IV. Basic Meal Preparation V. Careers
Coordinating Work Life and Family Life (WF)	1 week	II. Effects of Work on Family
<i>Second Semester</i>		
Coordinating Work Life and Family Life (WF)	2 weeks	III. Effects of Family on Work
Nurturing Human Development (HD)	5-6 weeks	II. Family Relationships Competencies A., B., and C. III. Careers
Meeting Personal and Family Textile Needs (FT)	3-4 weeks	I. Self and Society II. Wardrobe Planning III. Machine Operation and Equipment Utilization IV. Construction of a Project Suitable for Teens. V. Maintenance of a Wardrobe VI. Careers
Creating a Living Environment (LE)	3-4 weeks	I. Sharing Space II. Creating "Home" Environment III. Home Maintenance IV. Home Security & Safety V. Environmental change VI. Careers
Coordinating Work Life and Family Life (WF)	1 week	IV. Home and Family Skills Transferable to the Workplace

SUGGESTED SCOPE AND SEQUENCE**ADULT LIVING** -- for the Senior High Vocational Home Economics course.

UNIT	TIME	TOPICS
<i>First semester</i>		
Coordinating Work Life and Family Life (WF)	2 weeks	I. Interaction Between Family and Work.
Nurturing Human Development (HD)	5 weeks	I. Self Formation II. Interpersonal Relationships
Economics and Managing Resources (EM)	4 weeks	I. The Interrelationship of Values, Goals, & Decisions Making Upon Managing Economic Resources II. Means of Obtaining Economic Goals. III. Related Careers
Feeding and Nourishing the Family (FN)	5 weeks	I. Fitness/Wellness II. Food Safety and Sanitation III. Food Management IV. World Food Concerns V. Related Careers
Coordinating Work Life and Family Life (WF)	1 week	II. Effects of Work on Family
<i>Second Semester</i>		
Coordinating Work Life and Family Life (WF)	2 weeks	III. Effects of Family on Work
Nurturing Human Development (HD)	5 weeks	III. Family Relationships IV. Parenting V. Human Development Careers
Meeting Personal and Family Textile Needs (FT)	5 weeks	I. Self and Society II. Using Design III. Wardrobe Management IV. Construction V. Maintenance of a Wardrobe VI. Careers in Textiles
Creating a Living Environment (LE)	4 weeks	I. Making Housing Decisions II. Home Management & Maintenance III. Equipment and Furnishings IV. Housing Careers
Coordinating Work Life and Family Life (WF)	1 week	IV. Home and Family Skills Transfer- to the Work Place

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Sponsored By The
State Division of Vocational Education
Boise, Idaho

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Vocational Home Economics

September, 1985

COURSE DESCRIPTION**TEEN LIVING -- JUNIOR HIGH**

The **TEEN LIVING** course is designed to help 7th through 9th grade students focus on their roles and responsibilities as individuals in the home and family situation with emphasis on:

- (1) Coordination of family life with work life,
- (2) Issues that impact upon work/family interaction,
- (3) Problems that arise from these issues, and
- (4) Positive interaction between work and family.

The **TEEN LIVING** vocational home economics course is designed as a year-long course planned in two semester length segments. A student in a junior high could take the first semester in the 7th, 8th, or 9th grade and the second semester in the 7th, 8th, or 9th grade. The semesters do not have to be taken in sequence, but a student would not repeat the same semester. This curriculum does not recommend or support 9 week classes nor does this curriculum suggest all of the content be condensed into a single semester.

The **TEEN LIVING** curriculum replaces what has been offered in Idaho as Home Economics I, 9th grade Home Economics, or Junior High Home Economics.

SUGGESTED SCOPE AND SEQUENCE

TEEN LIVING -- for the Junior High Vocational Home Economics course.

UNIT	TIME	TOPICS
<i>First semester</i>		
Coordinating Work Life and Family Life (WF)	1 week	I. Interaction Between Family and Work
Nurturing Human Development	4-5 weeks	I. Self Formation II. Family Relationships Competency D
Economics and Managing Resources (EM)	5 weeks	I. Meet Individual and Family Values and Goals II. Resource Management III. Shopping Skills IV. Careers
Feeding and Nourishing the Family (FN)	5 weeks	I. Fitness/Wellness II. Food Safety and Sanitation III. Meal Management IV. Basic Meal Preparation V. Careers
Coordinating Work Life and Family Life (WF)	1 week	II. Effects of Work on Family
<i>Second Semester</i>		
Coordinating Work Life and Family Life (WF)	2 weeks	III. Effects of Family on Work
Nurturing Human Development (HD)	5-6 weeks	II. Family Relationships Competencies A, B., and C. III. Careers
Meeting Personal and Family Textile Needs (FT)	3-4 weeks	I. Self and Society II. Wardrobe Planning III. Machine Operation and Equipment Utilization IV. Construction of a Project Suitable for Teens. V. Maintenance of a Wardrobe VI. Careers
Creating a Living Environment (LE)	3-4 weeks	I. Sharing Space II. Creating "Home" Environment III. Home Maintenance IV. Home Security & Safety V. Environmental change VI. Careers
Coordinating Work Life and Family Life (WF)	1 week	IV. Home and Family Skills Transferable to the Workplace

COORDINATING WORK LIFE AND FAMILY LIFE

Rationale: The impact of current economic and employment trends and changes in the composition of the workforce have a major impact on family members as well as society as a whole. The interaction between family and work, the effects of work on the family, and the effects of the family on work must be recognized, understood, and considered in all decision making. Successful coordination of work life and family life is of benefit to the individual, family, and society.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- translate school as the "workplace" and respond to work/family issues and relationships within families.
- recognize and participate in the decision making, the management, and the coordination of daily work life and family life.
- recognize teen roles and responsibilities connected with the interaction between work and family.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- respond to work/family issues as the leader of the family unit.
- recognize and solve problems and situations resulting from work/family interaction.
- apply problem-solving techniques, management processes, and coping skills to family life.
- work toward an effective balance between work life and family life.

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TEEN LIVING OUTLINE
for
COORDINATING WORK LIFE AND FAMILY LIFE

I. Interaction Between Family and Work

- *A. Identify personal and family values/goals/priorities.**
 1. Describe the individual's role in helping nurture positive family relationships.
 2. State the relationship between personal goals and family goals.
- *B. Identify ways that individuals show commitment to work and family.**
 1. Explain how school is a workplace.
 2. Explain how home is a workplace.
 3. Explain how gainful employment is a workplace.
 4. Explain how "work" responsibilities and commitments affect family schedules.
- *C. Assume responsibility for personal management.**
 1. Identify responsibilities a teen can carry out regarding care of clothing, room, and other assigned tasks
 2. Schedule personal activities and commitments in relationship to family schedule.
- D. Recognize opportunity costs of work.**
 1. Express the advantages and disadvantages of a parent/guardian working outside the home.
 2. Express the advantages and disadvantages of an "at home" parent.
 - * 3. Discuss the cost factors of employment.

II. Effects of Work on Family

- A. Analyze how a family's lifestyle is influenced by parents'/guardians' careers.**
 1. Illustrate how short-and long-term goals affect career choices.
 2. Identify sources of family income.
 3. Identify fringe benefits of multiple wage earners in families.
 4. Recognize that career advancement may involve moving and extended work hours.
 5. Recognize how work-related travel affects the individual and the family.
- B. Describe how work-related stress affects the family.**
 1. State work pressures that create stress.
 2. Identify appropriate ways to deal with work-related stress.
 - * 3. Relate work-related stress to family situation.
- *C. Identify management techniques for coordinating work and the family.**
 1. Help to establish standards acceptable to family members.
 2. Accept individual responsibility in family home management.

III. Effects of Family on Work

- A. **Express how changes in family life cycles influence personal and family roles/jobs.**
 - 1. Develop awareness of personal life cycle changes, expectations, and roles.
 - * 2. Exhibit acceptance of the concept that, "Everyone is a homemaker."
- B. **Describe how family-related stress affects work.**
 - 1. Analyze family pressures that create stress.
 - 2. Identify appropriate ways to deal with family-related stress.
 - * 3. Relate family-related stress to the work situation.
- C. **Describe how marital status of parents/guardians affects work of individual family members.**
 - 1. Be aware of and develop acceptance of marital status of adult family members.
 - * 2. Identify roles and responsibilities that must be assumed by the teen.
 - 3. Describe family composition and the effect it has on individual/family responsibilities.
- D. **Accept shared responsibility for coordinating work and the family.**
 - * 1. Recognize multiple responsibilities connected with daily living.
 - * 2. Exhibit willingness to work with others in the family to accomplish shared responsibility.

IV. Home and Family Skills Transferable to the Workplace

- A. **Recognize that skills used in the home can be applicable to the workplace.**
 - 1. List home skills that can be transferred to the marketplace.
 - 2. List home skills that can be transferred to volunteer service.
- B. **Recognize job skills necessary to get and keep a job.**
 - 1. Identify personal interests, strengths and weaknesses.
 - 2. Evaluate characteristics of jobs suitable for teens.
 - 3. Appreciate the work ethic.
 - 4. Identify steps to attaining a job.
 - 5. Apply interpersonal relationship skills.

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UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC: I. Interaction Between Family and Work****Competency: I.A. Identify personal and family values/goals/priorities.**

Sub-competency	Suggested Learning Experiences	Resources
<u>I.A.1.</u> Describe the individual's role in helping nurture positive family relationships.	Discuss the role a teen plays in building positive family relationships. Develop a suggested "Teen Code" for responsible contributions to positive family relationships.	Henderson, Gail H. <u>Dimensions of Life</u> South-Western Pub. ISBN 0-538-32500-3
<u>I.A.2.</u> State the relationship between personal goals and family goals.	Define values and goals in relation to personal life/family life. Divide into family groups (one for each state of life cycle, include single parent, step parent) and identify values and goals in each family. Analyze own family and identify personal and family goals. FHA: Use the <u>Planning Process</u> - list activities that increase member interaction as "family activities", consider the tasks, fund raising and service projects as "work activities". Decide if chapter is evenly balanced between "work" and "family". Share findings.	Ohio Guide, What to do Regarding Coordinating Work and the Family WF 2.34, p. 158 Osborn, Marilyn M. <u>Adviser Training</u> <u>Manual</u> , Future Homemakers of America, Inc.

Competency: I.B. Identify ways that individuals show commitment to work and family.

<u>I.B.1.</u> Explain how school is a workplace.	Read Chapter 23, "Accepting Work Rolls in Our Society" After discussion show how school, home, and paid employment are all different types of work.	<u>Dimensions of Life</u> pp. 244-246
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UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC: I. Interaction Between Family and Work**

Competency: I.B. cont...Identify ways that individuals show commitment to work and family.

Sub-competency**Suggested Learning Experiences****Resources**I.B.1..cont..

Explain how school is a workplace.

Recognizing that "school" can be interpreted as a student's "work" role, create characteristics of student behavior, in and out of school, that typify the American Work Ethic.

Ohio Guide, WF 1.11
p. 4

I.B.2.

Explain how home is a workplace.

Work in groups to develop bulletin boards or displays showing home, school, and gainful employment as "work" places.

I.B.3.

Explain how gainful employment is a workplace.

Fill in job application for school, home, or employment.

I.B.4.

Explain how "work" responsibilities and commitments affect family schedules.

Read Chapter 13, "Balancing Work and Family"

Dimensions of Life
pp. 265-283

Role play problems of scheduling of work and family activities such as parent at work site and young child in school play at the same time.

Complete statements similar to:

The way a parent/guardian feels about his/her job may be reflected in the by.....

When I work I feel.....

Ohio Guide, WF 1.16
p. 35

Have a resource person, who has a family and is highly involved in his or her job, discuss problems of scheduling and how they overcome these difficulties.

Brainstorm the rewards a worker receives at work, the rewards the family receives from work, and the rewards the worker receives from his/her family.

Ohio Guide, WF 1.16
p. 35

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC: 1. Interaction Between Family and Work****Competency:** I.C. Assume responsibility for personal management.

Sub-competency	Suggested Learning Experiences	Resources
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I.C.1.

Identify responsibilities a teen can carry out regarding care of clothing, room, and other assigned tasks.

Discuss what responsibilities a teen can assume in regard to home, school, and personal activities.

I.C.2.

Schedule personal activities and commitments in relationship to family schedule.

Make a calendar showing personal and family activities. Code for the activities of different family members.

Obtain family members' input to the schedule. Use the calendar for a week and evaluate its effectiveness.

Competency: I.D. Recognize Opportunity Costs of Work**I.D.1.**

Express the advantages and disadvantages of a parent/guardian working outside the home.

Define opportunity costs.
How does opportunity cost relate to work?

I.D.2.

Express the advantages and disadvantages of an "at home" parent.

List advantages and disadvantages to the family of working outside the home.

List advantages/disadvantages of a parent (male or female) being a full-time home-maker.

Ohio Guide, WF 2.31
p. 145

I.D.3.

Discuss the cost factors of employment.

Identify cost factors of employment (uniforms, travel, publications, etc.)

Read: "Case Studies" Opportunity Costs, and discuss what employment opportunities and what human opportunities were given up in each case.

Ohio Guide, WF 2.31
pp. 145-147

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC: II. Effects of Work on the Family****Competency:** II.A. Analyze how a family's lifestyle is influenced by parents'/guardians' careers.

Sub-competency	Suggested Learning Experiences	Resources
II.A.1. Illustrate how short- and long-term goals affect career choices.	Discuss "Case Studies: Family Values, Goals and Priorities". How can both families be so different, yet both are happy and content. Discuss values, goals, and priorities. Students study various occupations and determine whether preparing for them required long-term or short-term goals. Class members design t-shirts illustrating their families, goals, and values.	Ohio Guide, WF 2.34 pp. 157-160
II.A.2. Identify sources of family income.	Each student create a story that describes different sources of income. Other students identify what these sources are (wages, child support, interest, savings, trusts, fringe benefits, etc.).	Ohio Guide, WF 2.2 pp. 135-136
II.A.3. Identify fringe benefits of multiple wage earners in families.	List benefits families enjoy from multiple wage earners in a family.	Ohio Guide, WF 1.22 pp. 59-61
II.A.4. Recognize that career advancement may involve moving and extended work hours.	Contrast different careers/occupations in terms of advancement, moving, and the hours worked for each.	Ohio Guide, WF 2.22 p. 105
II.A.5. Recognize how work-related travel affects the individual and the family.	Discuss how occupations that require travel affect individual family members.	Ohio Guide, WF 2.22 pp. 105-108

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC: II. Effects of Work on the Family****Competency: II.B. Describe how work-related stress affects the family.**

Sub-competency	Suggested Learning Experiences	Resources
II.B.1. State work pressures that create stress.	Read "Family Stress Management" and discuss. Students wear a stress dot during the day. Record activities or situations that cause changes in color. Discuss results. Identify types of work pressures that create stress. Discuss "The Unemployed" and what type of pressure this has on a family.	<u>Dimensions of Life</u> pp. 153-163 <u>Communication Unlimited</u> 11032 Pinyon Drive Northglenn, CO. 80234 Chamberlain & Eubanks, <u>Personal Skills for Home, School and Work</u> Dennett Publishing Co., ISBN 0-02-665360-5 <u>Dimensions of Life</u> pp. 69-72
II.B.2. Identify appropriate ways to deal with work-related stress.	FHA: Have district school psychologist talk briefly about types of stress and ways to effectively handle work-related stress. (work/school stress) Suggest ways an individual can assist other family members in alleviating work/school-related stress.	<u>Ohio Guide, WF 2.24</u> pp. 115-124
II.B.3. Relate work-related stress to family situation.	Write a short paper exploring work-related stress and how/if it affects his/her family. Select students to play roles of family members, employer, worker and others. Place worker in center. Apply "stress" from all sources.	<u>Ohio Guide, WF 2.24</u> p. 119

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC: II. Effects of Work on the Family****Competency: II.C. Identify management techniques for coordinating work and the family.**

Sub-competency	Suggested Learning Experiences	Resources
<u>II.C.1.</u> Help to establish standards acceptable to family members.	Discuss home maintenance and care standards and how they differ among families. Complete the following regarding resources for management: Five material resources available to most families include..... Five human resources available to most families include..... Two resources not available locally that would be most useful to most families are..... Five techniques to assist families in the management of home and family are.. eg. (Human--neighbors, extended family) (Material--time-saving household equipment, products that require minimum care)	<u>Ohio Guide, WF 2.35</u> <u>p. 161</u>
<u>II.C.2.</u> Accept individual responsibility in family home management.	Write a short paper on the way an individual can influence or establish family standards. List specific personal contributions to home care and maintenance that the individual family members can perform. Do Teen identified tasks for a week and then evaluate. Observe a skit written by several students. "Oh, What Do I Do, What Do I Do?" skit in form of melodrama should depict the difficulties of managing the work/family situation. The skit should also include a resource for assisting in the management of work and family.	<u>Ohio Guide, WF 2.35</u> <u>p. 161</u>

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**TOPIC: III. Effects of Family on Work**

Competency: III.A. Express how changes in family life cycles influence personal and family roles/jobs.

Sub-competency	Suggested Learning Experiences	Resources
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III.A.1.

Develop awareness of personal life cycle changes, expectations, and roles.

Discuss how roles and jobs change as students mature. Tell what tasks were performed at home at different ages (pre-school, elementary, Jr. High).

II.A.2.

Exhibit acceptance of the concept that, Everyone is a homemaker.

Design a poster/collage that illustrates that everyone is a homemaker.

Invite a panel of guests to discuss the "homemaker" responsibilities of each. Select males and females that perform previously non-traditional roles.

FHA: Activity-Radio spot to get point across that everyone is a homemaker (during vocational education week or another appropriate time).

FHA posters

Local radio stations
Advisory Committee
Members

Coed/Forecast, 1983
pre-developed spots

Competency: III.B. Describe how family-related stress affects work.

III.B.1.

Analyze family pressures that create stress.

Have a quaker meeting where students discuss family pressures that create stress.

Granite School District
Curriculum Guide
"Teen Living"
p. 404

III.B.2.

Identify appropriate ways to deal with family-related stress.

Discuss effective stress management techniques for families.

Resource speaker (school psychologist discuss this topic when talking about stress).

Role play family-related stressful situations and show appropriate ways to deal with them.

Dimensions of Life
pp. 153-163

school psychologist

Ohio Guide, WF 2.17
pp. 97-100

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC: III. Effects of Family on Work****Competency:** III.B...cont...Describe how family-related stress affects work.

Sub-competency	Suggested Learning Experiences	Resources
III.B.3. Relate family-related stress to the work situation.	Discuss how family-related stress affects school work. (not all stress is negative)	Teen Living, p. 355

Competency: III.C. Describe how marital status of parents/guardians affect work of individual family members.

III.C.1. Be aware of and develop acceptance of marital status of adult family members.	Identify different types of family life styles and marital status. Given a specific job, list advantages and disadvantages to this type of job if you were married and if you were single (traveling salesperson, shift work, home-based job, 9-5 job, "on-call" job). Analyze alternatives.	Ohio Guide, WF 2.11 pp. 83-84
III.C.2. Identify roles and responsibilities that must be assumed by the teen.	How does marital status of adults affect work of individual family members? Brainstorm roles/responsibilities of teens and roles/responsibilities of adults as they affect wage earners on their jobs. Discuss.	Ohio Guide, WF 2.23 pp. 85-87
III.C.3. Describe family composition and the effect it has on individual/family responsibilities.	Discuss family composition and the effect it has on the individual's roles/responsibilities within a family. Read family life books and analyze the effect of family composition on individual members.	Ohio Guide, WF 2.13 pp. 89-90 and WF 2.15, pp. 93-94 Mama's Bank Account, Mrs. Wiggs of the Cabbage Patch, Tom Sawyer, etc.

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC:** III. Effects of Family on Work**Competency:** III.D. Accept shared responsibility for coordinating work and the family.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.D.1.</u> Recognize multiple responsibilities connected with daily living.	List home jobs that were/are considered traditionally male/female responsibilities. Discuss whether these jobs have changed or should have changed since more mothers are not full-time homemakers.	See <u>Idaho Teen Living</u> LE, sections II.B.2., II.B.3., III.A.1, and III.A.2.
<u>III.D.2.</u> Exhibit willingness to work with others in the family to accomplish shared responsibility.	Develop schedule/way that would be beneficial to family. Analyze family home care and maintenance schedules and plan one to fit personal needs.	<u>Ohio Guide</u> , WF 2.37 pp. 167-169

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC:** IV. Home and Family Skills Transferable to the Workplace**Competency:** IV.A. Recognize that skills used in the home can be applicable to the workplace.

Sub-competency	Suggested Learning Experiences	Resources
<u>IV.A.2.</u> List home skills that can be transferred to the marketplace.	List skills and concepts learned that can be translated into a paid job, e.g., taking care of pets, babysitting, yard work, house sitting.	<u>Ohio Guide</u> , WF 2.16 pp. 95-96
<u>IV.A.2.</u> List home skills that can be transferred to volunteer service.	Canvas community as to places and services that utilize volunteers. Brainstorm about skills that would qualify an individual to give service.	

Competency: IV.B. Recognize job skills necessary to get and keep a job.

<u>IV.B.1.</u> Identify personal interests, strengths and weaknesses.	List activities enjoyed. List skills learned to date. Compare lists to see how they are alike and how they are different. Interview a volunteer community worker or a person in a specific job to discover skills required to do the job. List personal interests and skills and decide if they could be used on a job.	<u>Clayton, Nanalee</u> <u>Young Living</u> , 1983 Bennett Publishing Co. ISBN 87002-382-9 Chapter 5, p. 82
<u>IV.B.2.</u> Evaluate characteristics of jobs suitable for teens	Listen to speaker discuss availability of jobs in area, steps for application, etc. Discuss with speaker jobs suitable for teens. Evaluate suitability of jobs for self.	<u>Young Living</u> , Chap. 5 p. 88 <u>Ohio Guide</u> , WF 1.15 pp. 17-19

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
TEEN LIVING****TOPIC:** IV. Home and Family Skills Transferable to the Workplace**Competency:** IV.B...cont...Recognize job skills necessary to get and keep a job.

Sub-competency	Suggested Learning Experiences	Resources
IV.B.3. Appreciate the work ethic.	FHA: Arrange for panel discussion on the work ethic. (What it means.)	Chamberlain & Eubanks <u>Personal Skills for Home, School and Work</u> , Bennett Publishing Co. ISBN 0-02-665360-5 pp. 144-149 Ohio Guide, WF 1.11 pp. 3-5
IV.B.4. Identify steps to attaining a job.	Role play 3 teens applying for an appropriate part-time job. Complete "Could I Get a Job" chart. Compile score, review application, follow-up letter and resumes. Fill out and prepare for interview.	<u>Personal Skills</u> , p. 95 Ohio Guide, WF 1.15 pp. 17-34
IV.B.5. Apply interpersonal relationship skills.	Discuss situations that involve interpersonal relations in teenage jobs, eg., babysitting (not getting along with kids), lawn care (not meeting employer standards), paper route (collections).	

NURTURING HUMAN DEVELOPMENT

Rationale: Success in the workplace, home, and society depends on the individual's ability to communicate and to interact with people. Students are encouraged to think beyond self, and to consider how their actions affect family and others in society. Through this curriculum young men and women are lead to question: 'What decisions should I make regarding my personal relationships? What are the options available to me as I make major life decisions?

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- strengthen his/her self identity.
- understand the interrelationship of family members.
- discuss common family situations.
- recognize the influence of peer/friend pressure.
- understand the family lifestyle.
- make decisions regarding friends and boy/girl relationships.
- utilize babysitting skills for personal income.
- state the relationship between family members and work/family interaction.
- identify skills that can be transferred to human development/services careers.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- assess self identity in relationship to personal goals and values.
- identify changes within the family unit over time.
- discuss family alternatives in dealing with conflicts and crises.
- make decisions regarding relationships with others.
- evaluate lifestyle options for self.
- make decisions regarding parenting.
- nurture the development of individuals in a manner that supports positive interaction between work and family.
- explore careers in human development/services.

TEEN LIVING OUTLINE

for

NURTURING HUMAN DEVELOPMENT**I. Self Formation**

- *A. Discover aspects of self which deal with personal development of the teen.**
 - 1. Recognize factors affecting self concept.
 - 2. Set goals for self improvement.
- B. Discuss methods of reaching future goals.**
 - *** 1. Identify needs, wants, principles, and values.
 - 2. Evaluate short- and long-term goals and their relationship to family goals.
 - *** 3. Identify steps that can be used by teens in decision making.

II. Family Relationships.

- A. Assess interpersonal relations among family members.**
 - *** 1. Explain how communication can help solve problems.
 - *** 2. Identify ways a teen can help to nurture positive family relationships.
- B. Identify changes occurring in the family unit.**
 - 1. Discuss how work changes affect family life style.
 - 2. Discuss how to adjust to new family members.
 - 3. Explain how to adjust to conflict/crisis in family life.
 - 4. Discuss how work affects the individual teen and the family.
- C. Recognize the importance of friends and others to the teen.**
 - 1. Analyze types of friendships.
 - 2. Discuss various ways of being a friend and making friends.
 - 3. Discuss the influence of peer pressure on the teen.
 - 4. Describe the value of friends as lasting relationships.
 - 5. Explain the purpose of dating.
- D. Recognize responsibilities in caring for children that can be carried out by a teen.**
 - *** 1. Describe the need for rules and limits in caring for children.
 - 2. Discuss the importance of knowing first aid and safety principles.
 - 3. Recognize the qualities of being a responsible employee.
 - 4. Assess what is needed to operate a babysitting business.

III. Careers

- A. Summarize information on human development/services careers.**
 - 1. Identify types of related careers available.
 - 2. List the duties performed by persons in human development/service careers.

- B. Assess the community for jobs which could be done by teens using human development related skills.**
1. Identify skills transferable to the workplace.
 2. Cite sources of information on job openings.

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UNIT: NURTURING HUMAN DEVELOPMENT**HD
TEEN LIVING****TOPIC: I. Self Formation****Competency:** I.A. Discover aspects of self which deal with personal development of the teen.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.A.1.</u> Recognize factors affecting self concept.	Read and discuss "Assessing and Strengthening Self Concept" Read Ch. 1, "You as an Individual" and discuss. Discuss physical development during adolescence. Discuss social and emotional development during adolescence. Complete "Self Esteem Inventory", and discuss. Fill in sheet, "What is Your Personality Quotient?"	Henderson, Gail, <u>Dimensions of Life</u> Southwestern Pub. Ch. 1, pp. 4-15 Foster, Josephine <u>Creative Living</u> Bennett & McKnight, Div of Glencoe Pub. pp. 14-18 Ohio Guide, <u>What to Do Regarding Nurturing Human Development</u>, HD 1.14e pp. 19-21 Ohio Guide, HD 1.15e pp. 23-26 Utah-Granite Guide <u>Family Life</u>, Vol I & II, Granite School District SLC, UT, 84115 Vol 1, p. VII-35 Utah-Granite Guide <u>Teen Living</u> SLC, UT, 84115 p. 9

UNIT: NURTURING HUMAN DEVELOPMENT**HD
TEEN LIVING****TOPIC: I. Self Formation****Competency:** I.A...cont...Discover aspects of self which deal with personal development of the teen.

Sub-competency	Suggested Learning Experiences	Resources
I.A.2. Set goals for self improvement.	Complete "Great Beginnings". Read "Developing Your Self-Concept", in Chapter 1, "You as an Individual" and discuss. Do activity sheet "Looking at Me", by Proctor & Gamble. Do activity sheet "Looking at Everyone Else", and review as a class. Do activity sheet "Making Personal Care Decisions". View film "Johnny Lingo", do worksheet, and discuss.	<u>Ohio Guide</u>, HD 1.11e p. 7 <u>Creative Living</u>, pp. 18-19 Proctor and Gamble <u>Personal Care, Teaching Aid</u>, The Proctor and Gamble Co. <u>Personal Care, worksheet</u> <u>Personal Care, worksheet</u> <u>Teen Living</u>, p. 58 Film obtained from Health Dept.

Competency: I.B. Discuss methods of reaching future goals.

I.B.1. Identify needs, wants, principles, and values.	Present Maslow's hierarchy of needs and human motivations. Explain with "caveman" example. Rate student needs using the work sheet "Rate Your Needs". Read chapter 4, "What's Important to You" and discuss. Discuss how culture affects needs and wants and how they differ in another culture.	<u>Family Life</u>, Vol 1 p. III-9 p. III-10 <u>Family Life</u>, Vol 1 p. III-11-12 <u>Creative Living</u> pp. 30-35 <u>Creative Living Teachers Manual</u>, p. 2
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UNIT: NURTURING HUMAN DEVELOPMENT**HD
TEEN LIVING****TOPIC: I. Self Formation****Competency:** I.B...cont...Discuss methods of reaching future goals.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.B.1..cont.</u> Identify needs, wants, principles, and values.	FHA: Individuals set 2 short and/or long term goals, set time limit (weekend) and report back to group on how these goals met needs and wants. Read Chapter 2, "Becoming a Fully Functioning Person".	<u>Dimensions of Life</u> Ch. 2, pp. 15-29
<u>I.B.2.</u> Evaluate short-and long term goals and their relationship to family goals.	Read case study "Short Range & Long Range Goals", and discuss. List on the board common goals of students. Discuss how these goals will effect others in the family. Discuss relationship of intellectual development to future goals.	<u>Teen Living</u> pp. 427-429 <u>Ohio Guide, HD 1.16</u> pp. 27-28
<u>I.B.3.</u> Identify steps that can be used by teens in decision making.	Read Chapter 5, "Making Decisions Now and in the Future". Use FHA Planning Process to identify individual plans. Students write "Dear Abby" letters and use decision making process when responding to these letters. Discuss the meaning of independence and interdependence. List skills needed to develop teen's own independence. Recognize stages of moral development in adolescents.	<u>Creative Living</u> pp.36-40 <u>Future Homemakers of America, Youth Centered Leadership Handbook</u> <u>Ohio Guide, HD 1.13e</u> pp. 13-16 <u>Ohio Guide, HD 1.17</u> pp. 29-36

UNIT: NURTURING HUMAN DEVELOPMENT**HD
TEEN LIVING****TOPIC: II. Family Relationships****Competency:** II.A. Assess interpersonal relations among family members.

Sub-competency	Suggested Learning Experiences	Resources
II.A.1. Explain how communication can help solve problems.	List on the board parent gripes and discuss. Read Chapter 6, "Relationships and You", and discuss. Complete supplemental activities associated with text. Read story "It Works", that deals with sibling relations. Fill in work sheet accompanying "It Works". Read case studies "Coping With Parents", and do worksheet. Do role play, "How to Win arguments With Your Parents" and work sheet. Choose a partner and a topic for communication. Try to share information under a variety of circumstances.	<u>Creative Living</u> pp. 52-56 <u>Teen Living</u> pp. 184-187 <u>Teen Living</u> pp. 165-167 <u>Teen Living</u> pp. 168-171 <u>Ohio Guide</u> , HD 3.17e p 181
II.A.2. Identify ways a teen can help to nurture positive family relationships.	Read Chapter 7, "Families: Sharing and Caring". Read and discuss "Home Sweet Home". Write a letter on the good things you have learned from your family. Use Chapter 7 activity sheets, "Cooking and Cleaning: A Family Affair", and "Parents Were Teenagers Once" as a basis for class discussion. FHA: Invite a school psychologist to discuss teen/family communication, "How to Live With Your Family and Survive".	<u>Creative Living</u> pp. 58-63 <u>Teen Living</u> p. 189 <u>Creative Living</u> teachers manual p. 17 <u>Ohio Guide</u> , HD 3.17e p. 184

UNIT: NURTURING HUMAN DEVELOPMENT**HD
TEEN LIVING****TOPIC: II. Family Relationships****Competency:** II.B. Identify changes occurring in the family unit.

Sub-competency	Suggested Learning Experiences	Resources
II.B.1. Discuss how work changes affect family life style.	Read and discuss chapter 10, "Changes in the Family". Listen to tape on "Cats in the Cradle". Discuss quality time and other thoughts from the tape.	<u>Creative Living</u> pp. 76-81
II.B.2. Discuss how to adjust to new family members.	Brainstorm appropriate ways to handle new family members in a variety of situations a. new baby b. step parent c. step brothers/sisters, etc. Invite a couple with a newborn child, a couple with children forming a "blended" family, a family that has just added an elderly relative to their home, and others to discuss how the changes have affected all individuals in the family.	Ohio Guide, HD 3.12 pp. 161-164
II.B.3. Explain how to adjust to conflict/crisis in family life.	List changes individual families have experienced. Use activity sheet "Your Body and Stress". Do "Conflict Situations". Use decision making process to resolve situation. Discuss effects. Read story aloud "Teenage Drinking, Where Do You Stand?". Do and discuss "Does Liquor Affect Your Life?". Read story aloud "Teenage Suicide, It Doesn't Have to Happen"	<u>Creative Living</u> Teacher's Resource Book, Chapter 10, p. 1 Ohio Guide, HD 3.18 pp. 191-193 <u>Teen Living</u> , pp. 361-364 TL, pp. 365-366 TL, pp. 367-372

UNIT: NURTURING HUMAN DEVELOPMENT**HD
TEEN LIVING****TOPIC: II. Family Relationships****Competency:** II.B...cont...Identify changes occurring in the family unit.

Sub-competency	Suggested Learning Experiences	Resources
II.B.3..cont.. Explain how to adjust to conflict/crisis in family life.	Read for background information "Coping With Divorce", and discuss. Read aloud "Toby", a story about mental illness. Do activity "Quaker Meeting" (class discussion on life's crises). FHA: Students explore community help and counseling services and programs that help people to cope with change. FHA: Plan a mini-session program along with health department for entire school on teen suicide, substance abuse, mental illness, etc.	TL, pp. 393-395 TL, pp. 402-403 TL, p. 404
II.B.4. Discuss how work affects the individual teen and the family.	Read and discuss Chapter 10, "Changes in the Family". Teacher background, Chapter 13, "Balancing Work and Family". Read chapter 16, "Careers That Help with Relationships". Invite a panel of working parents and teens to discuss the effects work has on the teen and the family, and methods of coping.	Creative Living pp. 76-81 Dimensions of Life ch. 13, p. 265 Creative Living pp. 107-112

Competency: II.C. Recognize the importance of friends and others to the teen.

II.C.1. Analyze types of friendships.	Read Chapter 11, "Being a Friend" and discuss. Read "Friends as Mirrors".	Creative Living pp. 82-86 Family Life, Vol 1 pp. 11-16-22
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UNIT: NURTURING HUMAN DEVELOPMENT**HD
TEEN LIVING****TOPIC: II. Family Relationships****Competency: II.C. Recognize the importance of friends and others to the teen.**

Sub-competency	Suggested Learning Experiences	Resources
II.C.2. Discuss various ways of being a friend and making friends.	Fill in "Friendship Survey" Complete activity sheets in Chapter 11, "What Makes a Good Friend?" Read and discuss Chapter 13, "Making New Friends". Do activity sheet "Express Yourself".	Family Life Vol 1, p. 25 Creative Living Teacher's Resource Book, p. 22 Creative Living pp. 92-96 Creative Living Teacher's Resource Book, p. 25
II.C.3. Discuss the influence of peer pressure on the teen.	Discuss situations-conformity or individuality. Discuss case study "The In Crowd". Read aloud "Run Sheep Run", concerning peer pressure exclusion and discuss. Discuss chart, "Who Influences Who?"	Teen Living p. 230 Teen Living p. 231 Teen Living pp. 232-326 Teen Living p. 237
II.C.4. Describe the value of friends as lasting relationships.	Discuss: a. Who was your first best friend? b. Are they still your best friend? Why or why not? Do activity sheet "Friends For All Seasons" chapter 11. FHA: Interview 4 adults and ask about their best friends: a. How long have they been your friend? b. Has anything happened to change those friendships?	Creative Living Teacher's Resource Book, p. 21

UNIT: NURTURING HUMAN DEVELOPMENT**HD
TEEN LIVING****TOPIC: II. Family Relationships****Competency:** II.C...cont...Recognize the importance of friends and others to the teen.**Sub-competency****Suggested Learning Experiences****Resources****II.C.5.**

Explain the purposes of dating.

Read Chapter 14, "Dating and Love", and discuss.

In small groups, brainstorm and list purposes of dating.

Complete guide sheet on "Do's and Don'ts In Dating", and then discuss.

Read aloud case study, "The First Date", as seen by Connie and then by Jerry and discuss.

Practice making decisions for responsible sexual behavior.

Creative Living
pp. 97-101Ohio Guide, HD 2.12e
p 108Family Life, Vol 1
pp. X-14-1Family Life, Vol 1
p. X-16-2Ohio Guide, HD 1.18
pp. 37-39**Competency:** II.D. Recognize responsibilities in caring for children that can be carried out by a teen.**II.D.1.**

Describe the need for rules and limits in caring for children.

Read Chapter 20, "Care and Safety".

Do activity sheet, "Observing Children".

Complete "How Do Children (Toddlers) Grow?", after studying child development information.

Complete the activities related to caring for children included in the "Basics of Babysitting" program.

Creative Living
pp. 147-152Ohio Guide, HD 4.23
pp. 345-347Johnson & Johnson
Baby Products
Basics of Babysitting**II.D.2.**

Discuss the importance of knowing first aid and safety principles.

Read Chapter 21 and review "First Aid and Emergencies". Complete worksheet, "Babysitting Emergencies".

Creative Living
pp. 156-157

UNIT: NURTURING HUMAN DEVELOPMENT**HD
TEEN LIVING****TOPIC: II. Family Relationships**

Competency: II.D...cont...Recognize responsibilities in caring for children that can be carried out by a teen.

Sub-competency	Suggested Learning Experiences	Resources
II.D.2...cont.. Discuss the importance of knowing first aid and safety principles.	In groups divide the rooms of a home. (Include yard) Each group identifies danger areas in that particular area and ways to childproof for toddlers. FHA: Invite health nurse or day care center operator to give demonstration on basic emergency first aid appropriate for day care centers. FHA: Make a basic first aid kit to take home.	Ohio Guide, HD 4.23e p. 344
II.D.3. Recognize the qualities of being a responsible employee.	Read Chapter 32, "Babysitting: Earning and Learning", and discuss. Fill in worksheet, "Dear Babysitter". FHA: Make a babysitting bag of tricks to entertain children.	Creative Living pp. 153-159 Creative Living Teacher's Resource Book, p. 39
II.D.4. Assess what is needed to operate a babysitting business.	Read Chapter 21, "Running a Babysitting Business". Do activity sheet "Babysitting License". Complete activities in the "Basics of Babysitting". a. "The Business of Drumming up Business" b. "Responsible Babysitting: The Contract" c. Self quiz - "Am I an Expert Now?"	Creative Living p. 157 Creative Living Teacher's Resource Book, p. 38 The Basics of Babysitting

UNIT: NURTURING HUMAN DEVELOPMENT

**HD
TEEN LIVING**

TOPIC: III. Careers

Competency: III.A. Summarize information on human development/services careers.

Sub-competency	Suggested Learning Experiences	Resources
II.A.1. Identify types of related careers available.	Invite a panel of professionals to share information about human development/services careers, eg: social worker, teacher, child care center operator, doctor or nurse, etc.	Local resources.
III.A.2. List the duties performed by persons in human development/service careers.	Utilize information found in the <u>Directory of Occupational Titles</u> , <u>Occupational Outlook Handbook</u> , and other career references to identify duties performed.	<u>DOT</u> , <u>OOH</u> , etc

Competency: III.B. Assess the community for jobs which could be done by teens using human development related skills.

III.B.1. Identify skills transferable to the	Assess individual characteristics using SBA checklist.	<u>Ohio Guide</u> , HD 1.13e pp. 16-17
III.B.2. Cite sources of information on job openings.	Read the newspaper, bulletin boards, etc., to identify job openings locally in human development/services.	Local resource

ECONOMICS AND MANAGING RESOURCES

Rationale: Economic challenges for individuals and families in today's society are continually increasing in numbers and complexity. Skills and knowledge for economic decision making are needed daily as individuals and families strive to meet financial obligations and personal and family goals. Participation of family members in decision making regarding family finances and economic security can serve to strengthen family relationships as individuals see the interrelatedness of their choices and activities to the good of the family.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- understand how his/her role fits into the family finances.
- develop appropriate spending habits using his/her personal funds.
- make decisions regarding utilization of available resources.
- state the relationship between the management of resources and positive interaction between work life and family life.
- identify skills that can be transferred to industry-related careers.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- identify present and future personal and family economic goals.
- utilize various economic resources to reach identified goals.
- utilize an earning/spending/saving plan.
- select appropriate financial services and programs.
- make wise shopping decisions.
- plan for and manage resources recognizing their interrelatedness to work life and family life.
- explore resource industry careers.

TEEN LIVING OUTLINE

for

ECONOMICS AND MANAGING RESOURCES**I. Meet Individual and Family Values and Goals*****A. Identify personal and family values related to economic resources.**

1. Define values.
2. Recognize sources of values.

***B. Recognize interrelation of personal and family goals.**

1. Define goals.
2. Identify personal/family economic goals.
3. Prioritize personal and family economic goals to meet needs of each.

C. Recognize individual role in personal and family goals.

- * 1. Discriminate between needs and wants of teens and how they relate to the family.
- 2. Identify ways to encourage family participation in planning and achieving economic goals.

II. Resource Management***A. Recognize the role of money as a manageable resource for teens within the family setting.**

1. Assess the types of work suitable for teens.
 2. Relate the teen's role in supplementing family income.
 3. Associate the value of work to one's life style.
- * 4. Appraise the advantages of living with a spending plan.

***B. Recognize time as a manageable resource for teens within the family.**

1. Identify the need for a time management plan.
2. Identify ways teens can participate in household management.
3. Organize a personal time plan which includes family duties and activities.

C. Recognize energy as a manageable resource for teens within the family.

1. Define types of energy.
2. Assume responsibility in using all types of energy wisely.
3. Recognize the need for balanced use of energy.
4. Recognize how management of resources promotes positive interaction between work and family life.

III. Shopping Skills

- A. Identify the factors which influence consumer decisions.**
 - 1. Describe the benefits of comparison shopping.
 - 2. Identify outside influences affecting shopping decisions.
 - 3. Recognize how self discipline applies to shopping/purchases.
 - 4. Relate the effect of teen purchases on family goals.
- B. Identify the role of advertising and promotion.**
 - 1. Discuss the advantages and disadvantages of advertising.
 - 2. Recognize various techniques used to promote buying.
- C. Identify consumer rights and responsibilities.**
 - 1. Demonstrate the proper way to handle merchandise, make complaints and return products.
 - 2. Recognize recourse available to teens.
 - 3. Discuss the effects of shoplifting upon the teen, the family, and the merchant.
- D. Evaluate choices available for shopping.**
 - 1. Discuss how time, money, energy, and local availability determine where one shops.
 - 2. Recognize some choices/purchases are based upon psychological rather than economic needs.

IV. Careers

- A. Summarize information on various resource industry careers.**
 - 1. Identify types of careers available in the resource industry.
 - 2. List the duties performed by persons in resource industry careers.
- B. Assess the community for jobs which could be done by teenagers using resource-related skills.**
 - 1. Identify skills transferable to the workplace.
 - 2. Cite sources of information on job openings.

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UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC: 1. Meet Individual and Family Values and Goals**

Competency: I.A. Identify personal and family values related to economic resources.

Sub-competency	Suggested Learning Experiences	Resources
I.A.1. Define values.	Individually, in three minutes, list goods and services that are essential to life. Compile list on board or chart. Individually, in three minutes, list goods and services that make life more pleasant. Compile list on board or chart. Discuss how values affect whether items were listed as needs or wants. Utilize case study flip chart. In small groups, do "Wants-Needs". Using resources define an economic need and economic want.	Ohio Guide, <u>Economics and Managing Resources</u> Instructional Materials Laboratory, Columbus, Ohio 43201, 1983 p. 69 Utah Granite, <u>Family Life Unit</u>, Junior High- 9th Grade Home Economics IV, Salt Lake City, Utah 84115 pp. 1-c, 65-68 Ohio Guide, EM 1.23 PP. 69-72
I.A.2. Recognize sources of values.	List sources from which we form our values family peers community media Are these ever in conflict? Why? Discuss. Students respond to valuing questions. Using one side of classroom to represent "strongly agree" and other side of room to represent "strongly disagree" (no neutral stand). Stand on one side or other in response to statements read by teacher. Teacher will ask students to explain why they are standing on one side rather than the other.	

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC:** I. Meet Individual and Family Values and Goals**Competency:** I.A...cont...Identify personal and family values related to economic resources.

Sub-competency	Suggested Learning Experiences	Resources
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I.A.2...cont... Recognize sources of values.	--It's okay to spend \$400.00 of your earnings on a stereo. --All teenagers should share in household chores. --Teenagers should have part-time jobs. --It is okay for boys to vacuum and make dinners, etc.	
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Competency: I.B. Recognize interrelation of personal and family goals.

I.B.1. Define Goals.	Discuss what economic goals are. Define the words <u>short-</u> and <u>long-term</u> as they relate to economic goal setting.	
I.B.2. Identify personal/ family economic goals.	List 3 short-term personal economic goals (for this year). List 3 long-term personal goals (in the future). Discuss major sources of income for most individuals. Identify alternative income sources and consequences of each for self, family; long-term, short-term. Create chart on transparency and discuss. List 3 short-term family goals. List 3 long-term family goals. Compare the list of family and personal goals, giving reasons for any similarities and differences noted.	Ohio Guide, EM 2.11 p. 79

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC:** I. Meet Individual and Family Values and Goals**Competency:** I.B...cont...Recognize interrelation of personal and family goals.**Sub-competency****Suggested Learning Experiences****Resources****I.B.3.**

Prioritize personal and family economics goals to meet needs of each.

Combining items from both personal and family goal lists above, prioritize them into order of importance. Label each item in list according to whether they fulfill physical, emotional or economical needs. (Some may fulfill more than one need.) Share list with a friend. Discuss findings. Under what need were most items listed?

Competency: I.C. Recognize individual role in personal and family goals.**I.C.1.**

Discriminate between needs and wants of teens and how they relate to the family.

Define needs and wants. Describe how a want becomes a need.

Complete and discuss "Decisions... Decisions...Decision Making".

Identify own personal needs and wants.

In groups of 4 or 5, using butcher paper and marking pen, make up a needs/wants list. Post lists and discuss differences and similarities. Discuss how one person's wants are person's needs.

Using posted lists, each student choose 10 items needed most and 10 items wanted most. Discuss what other items would be included for family needs and wants.

Ohio Guide, EM 2.12
pp. 84 and 87

I.C.2.

Identify ways to encourage family participation in planning and achieving economic goals.

Review the teacher presented alternatives available for encouraging family participation to achieve economic goals (communication, family councils, family projects, FHA Planning Process). Ask students to share ways this is achieved in their homes.

FHA Planning Process,
Youth Centered
Leadership Handbook

UNIT: ECONOMICS AND MANAGING RESOURCES

**EM
TEEN LIVING**

TOPIC: I. Meet Individual and Family Values and Goals

Competency: I.C...cont...Recognize individual role in personal and family goals.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.C.2...cont..</u> Identify ways to encourage family participation in planning and achieving economic goals.	How much do you think your family spends on you? Estimate each of the following and then obtain actual figures (clothing, food, shelter, dental, medical, education, etc.).	<u>Ohio Guide, EM 2.12</u> p. 91

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC: II. Resource Management**

Competency: II.A. Recognize the role of money as a manageable resource for teens within the family setting.

Sub-competency	Suggested Learning Experiences	Resources
II.A.1. Assess the types of work suitable for teens.	Using buzz groups of 4 or 5 students compile a list of jobs suitable for teens. Discuss findings in large group. Read as background "Dimensions of Life". Share the "Best job I've ever had" and "Worst job I've ever had". FHA: Survey students for jobs.	Henderson, Gail <u>Dimensions of Life</u> Southwestern Pub., 1985 ISBN 0-538-32500-3
II.A.2. Relate the teen's role in supplementing family income.	Discuss the teen's role in supplementing family income. Suggested topics: --Should teens who work outside the home contribute a portion of earnings to the family income? --Are allowances a drain or aid to the family finances. Explain. --If teens do chores (ie. mow lawn) does this aid family income? Should they get paid or not? FHA: Assume extra chore at home.	
II.A.3. Associate the value of work to one's life style.	Discuss interrelationship of work and personal lifestyle (include types of work, size of income, time, etc.) as they reflect one's lifestyle, goal attainment and personal satisfaction.	<u>Dimensions of Life</u> Chapter 13 pp. 265-279, 313-319
II.A.4. Appraise the advantages of living with a spending plan.	Discuss: -- <u>Fixed Expenses</u> : Expenses which remain the same from month to month. -- <u>Flexible Expenses</u> : Expenses that vary from time to time.	

UNIT: ECONOMICS AND MANAGING RESOURCES

**EM
TEEN LIVING**

TOPIC: II. Resource Management

Competency: II.A...cont...Recognize the role of money as a manageable resource for teens within the family setting.

Sub-competency	Suggested Learning Experiences	Resources
II.A.4...cont... Appraise the advantages of living with a spending plan.	-- <u>Savings</u> : Should be systematic amount saved each month. Enables a person to take advantage of sales, avoid interest by paying cash and provides security. Make a budget using teen money. Students complete, "Worksheet on Personal Spending" and "Worksheet for Family Spending". (Student may turn in only the tear-off portion in order to keep family finances confidential.)	Utah-Granite, Family Life Curriculum Guide Consumer and Home Economics, Vol I & II Salt Lake City, Utah, 84115 Vol II, Unit III pp. 27, 29

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC: II. Resource Management**

Competency: II.B. Recognize time as a manageable resource for teens withing the family.

Sub-competency	Suggested Learning Experiences	Resources
II.B.1. Identify the need for a time management plan.	Have 4 students perform the play "A Talk With Time".	Granite Jr. High, <u>Home Ec IV, I.B.53</u> Foster, Josephine, etal <u>Creative Living,</u> Bennet & McKnight Pub. ISBN 0-02-641020-6 Chapter 26, pp. 197-202
II.B.2. Identify ways teens can participate in household management.	Break into buzz groups to identify how teens can help with household management.	Oklahoma Guide, <u>Consumer Education,</u> State Department of Vocational and Technical Education, Stillwater, OK 74074 Ways to Manage Time, CE 65-66A Time Wasters Assignment Sheets #1 & #1, EE 64-65A CE 73A
II.B.3. Organize a personal time plan which includes family duties and activities.	Make a list for keeping the home neat and orderly. List 15 jobs that must be done, then who does it, who helps. Divide in groups and develop time plans using "Time Plan Situations". (A5) Use "Daily Time Pie" (A3) and have students present their plans to the class. Fill out "Your Study Habits", (A-4). Discuss ways to save time in study. Students make a list of all they need to accomplish, including household/family chores. Prioritize, using "Daily Time Pie" (A-3). Make a time plan and evaluate their success. Students complete "Time Assignment (A-8) and analyze their improvement of time use.	Utah-Granite, Home Ec. IV, I.A.23. Utah-Granite, Home Ec IV, IB 37, IB 45. Utah-Granite, Home Ec. IV, I.B. 47 Utah-Granite, Family <u>Life, I.B.45.</u> Utah-Granite, Family <u>Life, I.B.55.</u>

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC: II. Resource Management****Competency: II.C. Recognize energy as a manageable resource for teens within the family.****Sub-competency Suggested Learning Experiences Resources****II.C.1.**

Define types of energy.

Discuss types of energy (human, environmental) that must be managed.

II.C.2.

Assume responsibility in using all types of energy wisely.

Read aloud: "Beans and Brocade can be Expensive" (A-1). Discuss how energy was wasted.

Utah-Granite, Family Life Units- Jr. High, 9th Grade, HEC IV, I.A.7.

Present energy insights:

--Speeding up old ways is never used to cut down on time and energy (causes tension).

--Work simplification in accomplishing more in given time and energy.

--Work simplification reduces time, cuts down on motion, reduces boredom and reduces frustration.

Utah-Granite, Family Life Units, Jr. High, 9th Grade, HEC IV, I.A.2

Observe an energy efficiency demonstration of making a bed, keeping track of time and number of times the student walks around the bed. Demonstrate to student how to make a bed using effective body mechanics and energy saving motions. Keep track of time and number of times around the bed. (If bed is not available you could use dishwashing, washing windows, setting table.)

Take one home responsibility you don't like, analyze it, and decide how time and energy can be saved; then practice the skill at home and evaluate results. Write results on "Home Experience Report".

Utah-Granite, Family Life Units, Jr. High, 9th Grade, HEC IV, I.A.3 and I.A.4.

Fill out "Keeping a Home Clean, How Much Does It Matter?", to promote the value of cleanliness in energy management.

Utah-Granite, Family Life Units, Jr. High, 9th Grade, HEC IV, I.A.19. and I.A.6

Have Idaho Power give presentation on energy preservation.

local representative

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC: II. Resource Management****Competency:** II.C...cont...Recognize energy as a manageable resource for teens within the family.

Sub-competency	Suggested Learning Experiences	Resources
II.C.2...cont.. Assume responsibility in using all types of energy wisely.	Discuss or have value continua: --Cruising mainstreet is a waste of energy. --It's okay to take a 45 minute shower. --Hunting our nations animals should be prohibited, etc.	Utah-Granite, Family Life Units, Jr. High, 9th Grade, HEC IV, see I.A. for instr. on continua.
II.C.3. Recognize the need for balanced use of energy.	Discuss that a balance is needed in teen energy: home and family social/friends athletic/exercise academics church What factors affect one's supply of energy? In pairs choose a household task--cleaning, ironing, etc. One person performs the task while the other traces motions on paper. Together analyze and present to the class. Are there instances in which one may not want to save energy (to get exercise)	Ohio Guide, EM 2.33 p. 198 Ohio Guide, EM 2.33 p. 199
II.C.4. Recognize how management of resources promotes positive interaction between work and family life.	Discuss and give examples of how good use of time, money, and energy helps promote a positive family life and a positive work life (ex. living within the family income and its effect on family life and work life, shared responsibility in earning family income, home care, etc. and its effect on family life and work life).	

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC: III. Shopping Skills****Competency: III.A. Identify the factors which influence consumer decisions.**

Sub-competency	Suggested Learning Experiences	Resources
<u>III.A.1.</u> Describe the benefits of comparison shopping.	 Read Chapter 30, "Shopping For Price & Quality". Take introduction quiz, "How You Spend Your Money". Discuss comparison shopping. Students, in pairs, select one product to purchase in future and comparison shop. Report to class.	 <u>Creative Living</u> pp. 222-227 <u>Utah-Granite, Family Life Units, Jr. High and 9th grade HEC IV</u> 1.C.63 1.C.75
<u>III.A.2.</u> Identify outside influences affecting shopping decisions.	 Read "Advertising Approaches" (A-8). Study "Buying Principles", and note similarities. Read "Shopping Saves Money". Discuss how peer pressure, impulse buying, media ads, influence shopping. Share personal experiences.	 <u>Utah-Granite, Family Life Units, Jr. High and 9th grade, HEC IV</u> 1.C.79. <u>Utah-Granite, Family Life Curriculum, Vol II</u> p. IV.5. <u>Utah Granite, Family Life Curriculum, Vol II</u> p. IV-21
<u>III.A.3.</u> Recognize how self discipline applies to shopping/purchases.	 View film strip, "Let the Buyer Prepare". Discuss practical ways to exercise self control when making purchases.	 Film Strip: Supervisor Educational Service, P.O. Box 14009, Cincinnati, Ohio 45214
<u>III.A.4.</u> Relate the effect of teen purchases on family goals.	 Take home assignment: Using the form "Things I Want", review the sheet with parents and discuss means and feasibility of acquiring these items. Return a comment sheet signed by parents.	 <u>Utah-Guide, Family Life Curriculum, Vol II</u> p III.21

UNIT: ECONOMICS AND MANAGING RESOURCES

**EM
TEEN LIVING**

TOPIC: III. Shopping Skills

Competency: III.B. Identify the role of advertising and promotion.

Sub-competency	Suggested Learning Experiences	Resources
III.B.1. Discuss the advantages and disadvantages of advertising.	Show filmstrip, "Advertising". Read "All about Advertising". Discuss: --Emotional, psychological and social implications of advertising. --Federal, state and local advertising laws. --Advertising integrity. --Advertising media	Proctor and Gamble Co. Cincinnati, Ohio Utah-Granite, Family Life Curriculum, Vol 11 p. IV.27
III.B.2. Recognize various techniques used to promote buying.	Discuss sales techniques that promote impulse buying, sales displays, placing items of greatest return at eye level, and advertising. Brainstorm sales techniques that create high pressure buying. Invite merchant to come to class and discuss kinds of impulse items located in a grocery/drug/department store. Read "Kinds of Consumer Fraud". Brainstorm sales techniques that create high pressure buying. (Ex. This is the last one, this is your last chance, it's on sale until 4:00 p.m., etc.)	Oklahoma Guide, Family Living, Stillwater, OK 74074 p. 39.B Oklahoma Guide Family Living, p. 39 B.

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC: III. Shopping Skills****Competency:** III.B...cont...Identify the role of advertising and promotion.

Sub-competency	Suggested Learning Experiences	Resources
III.B.2...cont.. Recognize various techniques used to promote buying.	Working in small groups, write the answers to the following questions: --What are the advantages and disadvantages of mail order shopping? --How do catalog prices compare to those in a store? --Does this indicate it is more economical to shop by catalog? --What is the total price of the item including shipping? --What is availability and delivery time for an item? --Would you have needed the article if the catalog had not arrived?	Utah-Granite, <u>Family Living</u> , Vol II p. IV.8

Competency: III.C. Identify consumer rights and responsibilities.

III.C.1. Demonstrate the proper way to handle merchandise, make complaints, and return goods.	View the transparency, "Rights and Responsibilities". Discuss the 5 consumer rights and why students feel these are important to them as consumers. Discuss responsibilities that correspond to the 5 rights. Read "Being a Responsible Consumer". Brainstorm personal experiences of observing when other shoppers mishandled merchandise (open sealed packages, squeezing avocados, etc.). Discuss courteous practices. Read complaints and answer questions, in "Who's at Fault?" (A-10). Have follow up discussion.	Ohio Guide, EM 3.22 pp 211 and 214 <u>Creative Living</u> Chapter 32, pp. 234-237 Utah-Granite, <u>Family Life Units</u> , Jr. High, 9th grade, HEC IV, 1.C.83
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UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC III. Shopping Skills****Competency:** III.C...cont...Identify consumer rights and responsibilities.

Sub-competency	Suggested Learning Experiences	Resources
III.C.2. Recognize recourse available to teens.	Read "Voicing Your Opinion". List examples of teen consumer problems that might need recourse (ex., seams tearing out of dress, not being paid for babysitting, stereo breaks down, etc.) and identify appropriate recourse. (Ex., check sales warranties, talk to sales person, complain to manager, write to company, contact Better Business Bureau, contact local and/or state agencies, small claims court to collect wages.) Write a letter of complaint. Read "Sources of Consumer Protection". Review "Steps in Making Consumer Complaints". FHA: Have speaker from Better Business Bureau.	<u>Creative Living</u> Chapter 31, pp. 228-233 <u>Ohio Guide</u>, EM 3.11 p. 211 <u>Oklahoma Guide, Family Living</u>, 73.B. <u>Oklahoma Guide, Family Living</u>, 40-41 B <u>Oklahoma Guide, Family Living</u> 42-43 B
III.C.3. Discuss the effects of shoplifting upon the teen, the family, and the merchant.	FHA: Have local Police Officer or store security officer visit and discuss the implications of shoplifting and how he/she deals with this problem.	<u>Ohio Guide</u>, EM 3.21 p. 237

Competency: III.D. Evaluate choices available for shopping.

III.D.1. Discuss how time, money, energy and local availability determine where one shops.	View Film strip "Umpteen Ways to Buy".	<u>Insights Into Consumerism</u> . J. C. Penney
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UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC: III. Shopping Skills****Competency:** III.D...cont...Evaluate choices available for shopping.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.D.1...cont...</u> Discuss how time, money, energy and local availability determine where one shops.	List an example of each type of store stated above in your community or neighboring community. Assume you will buy the following: Stereo 5 tapes dress outfit 6-pack of cola lamp for bedroom Indicate which store you would choose to purchase these items. State why (to save money, time, energy, only place available, etc.).	Ohio Guide, EM 2.21e pp. 172 and 179
<u>III.D.2.</u> Recognize some choices /purchases are based upon psychological rather than economic needs.	Using the activity above, indicate which, if any, items were purchased based upon psychological reasons. (I.e., the stereo from discount store has adequate sound reproduction but the brand at dept. store has more prestige.) Read, "Reasons for Buying".	Utah-Granite, <u>Family Life, Vol II</u> p. IV-9

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
TEEN LIVING****TOPIC: IV. Careers****Competency:** IV.A. Summarize information on various resource industry careers.**Sub-competency****Suggested Learning Experiences****Resources****IV.A.1.**

Identify types of careers available in the resource industry.

Utilize "Occupational Outlook Handbook, Dictionary of Occupational Titles", and Idaho Career Information System to identify resource-related careers.

Occupational Outlook Handbook, Dictionary of Occupational Titles

Idaho Career Information System

IV.A.2.

List the duties performed by persons in resource industry careers.

Using information obtained from the O.O.H. (above), list on the board a variety of duties performed by individuals in these careers.

Competency: IV.D. Assess the community for jobs which could be done by teenagers using resource-related skills.**IV.B.1.**

Identify skills transferable to the workplace.

Students brainstorm skills that they have learned in the class, or hope to learn that could be transferred to the workplace (e.g., money management, time management).

IV.B.2.

Cite sources of information on job openings.

Students brainstorm on job openings. Review newspapers, bulletin boards, etc.

FEEDING AND NOURISHING THE FAMILY

Rationale: Basic nutrition knowledge and food choices have an impact on health. Nutrition affects mental and physical well being throughout the life cycle. A major concern is to provide an adequate and well balanced diet with resources available throughout the life cycle for individuals and their families. This curriculum examines the meaning of food in an individual's life and helps students recognize the social, psychological, and cultural aspects of food.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- recognize the role of nutrition in fitness, appearance, weight control, and well being of the teen.
- accept responsibility to assist in family meal planning and preparation.
- recognize how family lifestyle, culture, and traditions affect food decisions.
- apply food safety and sanitation principles.
- identify skills that can be transferred to food industry careers.
- state the relationship between meeting nutritional needs and the interaction between work life and family life.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- recognize and apply nutrition principles throughout the life cycle.
- use decision-making skills in procurement and preparation of food.
- develop critical thinking and decision-making skills in the use of time, money, equipment, and energy as applied to food.
- make wise food choices relative to individual/family needs, income, and life style.
- develop an understanding of the impact of new technologies on food choices and sources.
- recognize social, psychological, and cultural aspects of food.
- explore food industry careers.
- make decisions regarding nourishing and feeding the family that support positive interaction between work life and family life.

TEEN LIVING OUTLINE
for
FEEDING AND NOURISHING THE FAMILY

I. Fitness/Wellness

***A. Evaluate personal nutrient needs.**

1. Determine nutrient requirements of teenagers.
2. Differentiate between healthy and unhealthy diets.
3. Determine how diet affects appearance and energy level.
4. Evaluate eating patterns which meet nutrient needs.

***B. Evaluate personal caloric needs.**

1. Determine the relationship between activity and caloric needs.
2. Identify how to gain, lose, or maintain ideal weight.
3. Demonstrate how knowledge of sociological, cultural, psychological and economic factors affect food choices.

II. Food Safety and Sanitation

A. Identify how personal habits and food organisms can cause food-related diseases.

1. Recognize personal hygiene habits that reduce the risk of food-related illnesses.
2. List food handling and storage practices that will reduce risk of food-related illnesses.
3. Determine ways of recognizing the presence of spoilage organisms in food.
4. Demonstrate acceptable dishwashing practices.

B. Develop techniques to promote safety in the kitchen.

1. Identify practices that will reduce the risk of kitchen accidents.
2. Demonstrate safe ways of using kitchen equipment.

III. Meal Management

A. Discuss how work schedules, traditions, and family activities affect meal times.

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1. Recognize that individual/family work schedules affect the types of foods that may be served.
 2. Recognize that individual/family work schedules may affect where and when meals are served.
 3. Recognize the relationship between meeting nutritional needs and the interaction between work life and family life.
 4. Cite examples of how family customs and traditions unify a family.

B. Identify the role manners play in social situations.

1. Recognize the importance of manners in relating to other individuals.
2. Determine appropriate table manners for a variety of situations.

IV. Basic Meal Preparation

- A. Recognize factors to consider in meal/menu planning.**
 - 1. Describe a variety of eating patterns which meet nutrient needs.
 - * 2. Plan attractive, nutritious meals.
 - * 3. Demonstrate fundamental shopping skills.
 - 4. Investigate the nutrient density of snack foods.
- B. Interpret and follow written directions for meal preparation.**
 - 1. Use acceptable measuring techniques.
 - 2. Recognize name and function of common food preparation utensils.
 - 3. Identify recipe terms.
 - 4. Demonstrate the ability to follow a recipe.
- *C. Prepare and serve nutritious meals.**
 - 1. Prepare and serve foods representative of all food groups.
 - 2. Apply scientific principles to food preparation.

V. Careers

- A. Summarize information on various food industry careers.**
 - 1. Identify types of careers available in foods.
 - 2. Recognize duties performed by persons in food industry careers.
- B. Assess the community for jobs which could be done by teens using food industry skills.**
 - 1. Identify skills transferable to the workplace.
 - 2. Cite sources of information on job openings.

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UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC:** I. Fitness/Wellness**Competency:** I.A. Evaluate personal nutrient needs.

Sub-competency	Suggested Learning Experiences	Resources
I.A.1. Determine nutrient requirements of teenagers.	Divide the class into small groups. Each group do research on the nutritional requirements of teens for the following nutrients and present information read to the rest of the class. Do this in the form of a skit or radio spot or commercial 1-2 minutes long. 1. Protein 2. Carbohydrates 3. Fats 4. Water soluble 5. Fat-soluble vitamins 6. Minerals (pick one) When radio spot has been recorded on a cassette, participants prepare 2-3 questions that could be written on a transparency that those listening to the "spot" could answer from hearing the nutrition commercial. Hand out Dairy Council comparison cards. Ask all students holding cards for breakfast foods to assemble in a group; all students holding foods for lunch assemble in a group; repeat for dinner and snacks. Divide remaining students among four groups. Have each group put together a meal using recommended percentage of each nutrient in each meal. Total all meals before whole class on overhead projector. Compare findings with R.D.A. requirements chart for their age group, then look over comparison cards again to see what foods are the best source of the nutrients they may have been deficient in. Group the breakfasts, lunches and dinners together so that 100% of the daily requirements are included within each day's meals.	<u>You, A Guide to Food, Exercise and Nutrition</u>, National Dairy Council, Rosemont IL 60018 1985. Reference texts such as <u>Teen Guide Nutrition</u> <u>Creative Living</u> Dairy Council Comparison Cards Guide for Teachers, p. 12, <u>Meal Check</u>

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC:** I. Fitness/Wellness**Competency:** I.A. Evaluate personal nutrient needs.

Sub-competency	Suggested Learning Experiences	Resources
I.A.2. Differentiate between healthy and unhealthy diets.	In small groups, buzz to find out what is known about anorexia nervosa and bulimia or other dietary disorders. List on board. Using resources, add additional factors to list. Read articles on nutritional information and special dietary concerns from both reliable and unreliable sources. Discuss their credibility. List valid sources to be relied upon for valid nutrition information.	Ohio Guide FN 1.22, p. 70 Ohio Guide, FN 1.13e, pp. 19-33; FN 1.22, p. 73. Ohio Guide, FN 1.22, p. 73
I.A.3. Determine how diet affects appearance and energy level.	"You are What You Eat..." View pictures of healthy teens' hair, eyes, complexion. Soak a stalk of celery or a carnation in colored water. Observe the color change. This illustrates how the body absorbs nutrients. List the following characteristics on colorful cards: - Appearance (complexion, hair, nails, skin, teeth, weight, posture) - Personality - Performance - Emotions - Energy - Stamina - Health From nutritional resources determine what nutrients our bodies need to absorb to make us feel and look healthy. Pass the cards around and list what nutrients are needed for healthy complexion, emotions, etc. Post the cards on the bulletin board. After posting the cards where everyone can see them, look	Teen Guide, p. 373 & 377

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC:** I. Fitness/Wellness**Competency:** I.A...cont..Evaluate personal nutrient needs.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.A.3 cont.</u>	in resource materials to find what foods are good sources of the nutrients posted on the board. When the foods are identified that supply Vitamin A, etc., locate pictures, models of the food to add to the bulletin board beside the card containing the nutrient and the personal characteristics affected by it.	Daily Council Food Models
<u>I.A.4.</u> Evaluate eating patterns which meet nutrient needs.	Record foods eaten for a full week. Review record for balanced meals, daily requirements of nutrients, number of meals/day, snack foods, textures, flavors and types of foods. Analyze diets using a computer program.	Pillsbury's "Eat Smart" Michigan "Eat for Health" Idaho "Diet Analysis" Computer Programs

Competency: I.B. Evaluate personal caloric needs.

<u>I.B.1.</u> Determine the relationship between activity and caloric needs.	Take the 8 tests in the You booklet to determine if you are actually overweight, underweight or just right in relationship to body size. Summarize how you shape up after taking the tests. Complete the true/false, self-check list on weight control. Participate in the game <u>Wheel of Activity</u> to discover the relationship of activities to caloric expenditure.	<u>You, A Guide to Food, Exercise, and Nutrition</u>, Dairy Council, 1985, pp. 4-12. (Individual copies available) <u>Ohio State Guide</u>, FN 1.21e, pp. 43-48 and 53. This game also in Idaho Independent Living Guide Supplement 4.4, pp. n-20 - n-25.
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UNIT: FEEDING AND NOURISHING THE FAMILY**FM
TEEN LIVING****TOPIC:** I. Fitness/Wellness**Competency:** I.B. Evaluate personal caloric needs.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.B.1 (cont.)</u>	Complete checklist on caloric expenditures.	<u>Independent Living</u> , p. n-28.
<u>I.B.2.</u> Identify how to gain, lose or maintain ideal weight.	Discuss the transparency showing food intake and output on the teeter-totter. Using the formula in the "You" book compute daily calorie needs. Determine how much to alter calorie intake depending on whether the goal is to gain, maintain or lose. Review pages 22 and 23 in "You" book to visualize what this means in actual food intake. Use a computer program to help determine whether gain/loss goal is realistic and possible. Keep track of foods eaten for a day and total calories and compare to total needed to maintain weight. FHA: Emphasize nutrition, physical fitness and self esteem utilizing the "Student Body Workbook" available from National Association Future Homemakers of America, Inc.	<u>Food...Your Choice</u> <u>Level 4</u> (transparency folder). "You" booklet National Dairy Council Computer programs available: Michigan Genesee Dist. "Eat for Health" Dairy Council "Grab a Byte" <u>Idaho Dietary Analysis</u> U. of I. Extension Services and other.
<u>I.B.3.</u> Demonstrate how knowledge of sociological, cultural, psychological and economic factors affect food choices.	Refer to "Food for More than Hunger." List ten of your favorite foods. Associate the reason you enjoy this food with each food choice you listed. Read the suggested references to determine why people choose the food they eat. Read case studies and determine the "Reasons for Eating" in each of them.	<u>Independent Living</u> <u>Supplement, 4.2</u> , p. n-17 <u>Teen Guide</u> , pp. 368-371, 1985. <u>Creative Living</u> , 1985, p. 262. <u>Idaho Guide Supplement</u> , 4.2, p. n-18.

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC:** I. Fitness/Wellness**Competency:** I.B. Evaluate personal caloric needs.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.B.3 cont.</u>	Do "Personal Shield of Foods." List foods that have strong associations or memories for you. Read your list to 5 other people. Write the things that first come to your mind when you hear each food named. Compare and contrast responses. Are there similarities and differences? Give possible explanations for similarities and differences.	Ohio Guide, FN 3.11, pp. 109-112. Ohio Guide, FN 3.11, p. 110.

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC: II. Food Safety and Sanitation****Competency:** II.A. Identify how personal habits and food organisms can cause food-related diseases.**Sub-competency Suggested Learning Experiences Resources****II.A.1.**

Recognize personal hygiene habits that reduce the risk of food-related illnesses.

Make a chart listing different kinds of food poisoning, their causes and their symptoms and discuss.
Read and discuss food spoilage.

Kitchen: Develop kitchen safety rules.

Obtain petrie dishes. Touch sugar then cover and let set on shelf a week. Observe growth of bacteria where finger was touched. With clean finger repeat experiment. Discuss results of bacteria cultures.

Creative Living
p. 325.

Ball or Kerr canning book
Ohio Guide, FN 4.21e.

USDA material on food safety.
Ohio Guide, FN 4.21,
p. 165.

II.A.2.

List food handling and storage practices that will reduce risk of food-related illnesses.

List on chalkboard or large sheet of paper rules for handling food to keep it from spoilage. Buying, handling, storage, preparation, handling equipment and dishes.

Plan a family picnic. What foods would be "safe" to take if there were no refrigeration or insulated containers? What foods could you take if you had refrigeration?

Complete Student Worksheet #12, What Do You Know about Food Safety.

Proctor & Gamble, Food Preparation, 1984.

II.A.3.

Determine ways of recognizing the presence of spoilage organisms in food.

Place two uncooked chicken legs on plates. One leg should be left at room temperature overnight and the other refrigerated. Which chicken leg is unsafe?
Look at it.
Smell it.
Feel it.

Discuss ways of recognizing presence of food spoilage.

Ohio Guide, FN 4.21,
p. 165.

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC:** II. Food Safety and Sanitation**Competency:** II.A. Identify how personal habits and food organisms can cause food-related diseases.

Sub-competency	Suggested Learning Experiences	Resources
II.A.3 cont.	List on white paper as many possible sources or ways food can be contaminated and become unsafe.	Ohio Guide, FN 4.21, pp. 165 & 169.
II.A.4. Demonstrate acceptable dishwashing practices.	Complete "What do you know about dishwashing?", Student Worksheet #7. View demonstration of proper dishwashing practices. Student volunteer demonstrates how dishes should be washed. Following demonstration discuss procedures and why. Discuss using a dishwasher, how to load, advantages and disadvantages. Complete "Facts about Dishwashable Items" T/F sheet, Student Worksheet #8.	P&G, <u>Caring for a Home</u> , 1984. P&G, <u>Caring for a Home</u> 1984.

Competency: II.B. Develop techniques to promote safety in the kitchen.

II.B.1. Identify practices that will reduce the risk of kitchen accidents.	"How Many Hazards Can You Spot?" Find as many unsafe things in the picture as you can. Discuss how the home can be made a safe place to live. Using one laboratory have a "hunt" to locate unsafe and unhealthful practices which have been "planted" in that kitchen. Students list on 4x6 card all hazards found. Discuss. Do "Kitchen Safety" worksheet.	P&G, <u>Caring for a Home</u> , 1984. Ohio Guide, FN 4.21e, p. 161 Ohio Guide, FN 4.21, pp. 161-163
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UNIT: FEEDING AND NOURISHING THE FAMILY

**FN
TEEN LIVING**

TOPIC: II. Food Safety and Sanitation

Competency: II.B. Identify how personal habits and food organisms can cause food-related diseases.

Sub-competency	Suggested Learning Experiences	Resources
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II.B.2.

Demonstrate safe ways of using kitchen equipment.

View demonstration of safe usage of kitchen equipment. Select a piece of equipment. Practice use. In kitchen units make a very simple food product using a piece of equipment; e.g., carrot sticks/French knife; orange juice, egg, honey drink in blender; sliced cucumbers in a food processor.

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC: III. Meal Management****Competency:** III.A. Discuss how work schedules, traditions, and family activities affect meal times.

Sub-competency	Suggested Learning Experiences	Resources
III.A.1. Recognize that individual/family work schedules affect the types of foods that may be served.	Each student selects a situation card (a card with a real life situation written out) and plans a dinner for the family that night. Eg: Dad has to work late at the office, will not be home until 8:00 p.m. Mother has a meeting that starts at 7:00 p.m. Sally (14 years old) has a drill team practice at 6:30 p.m. Mike (11 years old) is to be at soccer game at 5:00 p.m., Sue (8 years old) gets home from school at 3:30 p.m. ; or, a single parent mother doesn't get home until 6 p.m.; Joe (ten year old) gets home at 6:30 p.m. Record number of family meals eaten as a group during the past week. Discuss and compare how schedules affect meal times.	
III.A.2. Recognize that individual/family work schedules may affect where and when meals are served.	Make a mobile of different places a family may be served (home, park, back of station wagon, in the car, in a boat, etc.).	
III.A.3. Recognize the relationship between meeting nutritional needs and the interaction between work life and family life.	Discuss why some meals may need to be eaten in strange places. Discuss how good personal nutrition fosters a positive job interaction between work life and family life (ex., feel good, better school attendance.	
III.A.4. Cite examples of how family customs and traditions unify a family.	Discuss, "What Are Family Traditions?". Each student describes a family tradition his/her family has and tell what it means. Read examples of meal situations. Identify problems. Brainstorm ways of resolving differences while continuing to respect cultural values and family traditions and rank according to stress.	Ohio Guide, FN 3.21 p. 126 Ohio Guide, FN 3.21 p. 125

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC: III. Meal Management****Competency:** III.B. Identify the role manners play in social situations.

Sub-competency	Suggested Learning Experiences	Resources
III.B.1. Recognize the importance of manners in relating to other individuals.	Read about and discuss the importance of manners. Are manners important? Why or why not? Which is more important: what you prefer to do or how what you choose to do affects others? Why should you be concerned about your etiquette for yourself? Your families? Your society? List reasons why there are rules of etiquette for situations involving food. Identify types of value underlying these reasons. Role play various situations to illustrate the use of manners (social introductions, meal time, eating at a restaurant, etc.)	Teen Guide, 1985 pp. 402-403 pp. 414-418 Ohio Guide, FN 3.13e p 117
III.B.2. Determine appropriate table manners for a variety of situations.	Complete "Knowing Table Settings". Role play table manners. Set table with table service needed for food to be eaten. Role play eating various foods. Each student identify at least 10 examples of poor table manners shown on "Knowing Table Settings and Manners". FHA: Plan to eat at a local restaurant with a formal dining setting. Practice appropriate etiquette in ordering, eating, and tipping. On your return, write a paragraph summarizing your experience highlighting the rules of etiquette which you used well and those which you could improve.	Handout "Knowing Table Settings", P. p. FN 24 Handout "Knowing Table Settings and Manners", p.FN 25 Ohio Guide, FN 3.13e p. 118

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC: IV. Basic Meal Preparation****Competency:** IV.A. Recognize factors to consider in meal/menu planning.

Sub-competency	Suggested Learning Experiences	Resources
IV.A.1. Describe a variety of eating patterns which meet nutrient needs.	Discuss different ethnic diets and show how the basic needed nutrients are contained in them. Discuss various ways people choose their food during the day (refrigerator at home, vending machine, snacks, fast food). Point out how nutrition needs can be met regardless of what eating pattern our schedules require us to use. Discuss what role "habits" play in our eating.	
IV.A.2. Plan attractive, nutritious meals.	Have small groups make posters or mobiles showing basic foods needed each day and proper daily amounts needed by teens. Plan a day's meals for self and family that include all needed nutrients. Plan a day's menu for a friend. Exchange or use a situational family problem and plan menus for one day. What advantages and disadvantages do you see in planning meals. Develop a chart on the board. Write a story about a teenager who was asked to plan and prepare a meal for younger brothers and sisters when the adult would be late. What did she/he plan? Why did she/he choose that? How did she carry out her ideas? How was it accepted by brothers, sisters and adult?	Ohio Guide, FN 4.25e p. 197 Ohio Guide, Fn 4.25e p. 199

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC: IV. Basic Meal Preparation****Competency:** IV.A...cont...Recognize factors to consider in meal/menu planning.**Sub-competency****Suggested Learning Experiences****Resources****IV.A.3.**

Demonstrate
fundamental shopping
skills.

Discuss responsibilities of a junior high student shopping for foods. Identify ways that you could help in the home/family situation by knowing basic shopping skills.

Ohio Guide, FN 4.14e
p. 147

In groups of four use resources to make a list of shopping skills. Select 2 you think are most important and role play 2 situations, one in which the shopper uses these shopping skills, and one in which the shopper does not use the shopping skills. As each group performs, list the skills on the board. Discuss the consequences of using these skills all the time.

Examine a variety of food labels and list all the information a consumer can learn from a food label. Share your list with the class. How can this information be used by consumers? How might the information affect decisions about food purchasing? Summarize your findings by designing a bulletin board, "What Can You Learn From A Label?"

Ohio Guide, FN 4.14e
p. 148

Develop a market order listing ingredients and quantities needed for the preparation of a day's meals. Identify ingredients available in the home as "staples" and those which must be purchased.

In groups of three or four open varying grades of canned foods. Brainstorm each for grade based on your findings. Compare cost, color, texture and flavor. Determine when each would be used and share your findings with the class by making a chart.

Ohio Guide, FN 4.14e
p. 149

Discuss how a student would determine which foods to purchase.

FHA: Take over the family shopping for one week. Share learnings.

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC: IV. Basic Meal Preparation****Competency:** IV.A...cont...Recognize factors to consider in meal/menu planning.

Sub-competency	Suggested Learning Experiences	Resources
IV.A.4. Investigate the nutrient density of snack foods.	Make posters of most preferred snack foods. Compare posters. Calculate number of calories in the most popular snacks. Calculate other nutritive values in snacks. A computer program could be used to evaluate. Find pictures of or use actual products of attractive nutritious snacks that can be served. Calculate the calories and nutritive values. Compare with most preferred snack foods. Compare the shopping decisions made in purchasing snack foods with those made in purchasing foods from the following groups. Compare for nutrient level, caloric content, and price. Identify factors which influence your selection of the best item to buy. 1) five types of breakfast cereal 2) yogurt, cottage cheese 3) four types of cheese 4) four frozen vegetables 5) peaches in own juice, peaches in heavy syrup. 6) sugar-free soft drink, caffeine-free soft drink, regular soft drink 7) four types of fruit (weigh after water or syrup is removed) 8) four kinds of potato/corn chips 9) four favorite candy bars	Computer Program <u>Nutrichec</u> <u>Ohio Guide</u>, FN 4.14e p.148

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC:** IV. Basic Meal Preparation**Competency:** IV.B. Interpret and follow written directions for meal preparation.

Sub-competency	Suggested Learning Experiences	Resources
IV.B.1. Use acceptable measuring techniques.	Divide the class into teams of 3. Have each team try to figure out the most logical way to measure the following according to the nature of the substance. --liquids --solid fats --spice --white granulated sugar --flour Have each team check the methods against resources. Then demonstrate for the rest of the class the proper measuring techniques. Three students come forward, without using measuring cups, spoons, estimate what each thinks is one cup, then actually measure to see how accurate each estimation was. Discuss the importance of accurate measurements and correct procedures; why it's important to measure; what types of food preparations require more accurate measurements than other types. Kitchen mathematics: Measure the following amounts of a dry ingredient: --2/3 cup --3/4 cup --1 1/3 cup --1 pint --3/4 teaspoon --1 1/2 tablespoon (Refer to "Kitchen Math Chart" for additional measuring activities including metric.) Make and display a poster listing the steps involved in measurement. Hang in the classroom during the foods laboratory.	Ohio Guide, FN 4.23e p. 181 Ohio Guide, FN 4 p. 181 Ohio Guide, FN 4.23e pp. 182-186 Ohio Guide, FN 4.23e p. 181

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC: IV. Basic Meal Preparation****Competency:** IV.B...cont...Interpret and follow written directions for meal preparation.**Sub-competency****Suggested Learning Experiences****Resources****IV.B.2.**

Recognize name and function of common food preparation utensils.

Use "Utensil Grab Bag" activity.
Place a variety of utensils used in a foods laboratory in a large brown grocery bag, "grab" an item and provide the following information:
--Name of item
--It's use in food preparation
--Technique for use and specific foods with which it is used.

Ohio Guide, FN 4.23e
p. 181

List kitchen tasks on a slip of paper. Draw out slips. Choose what utensil you would use for each task. Identify your choice or use reliable resources such as cookbooks or food texts.

Ohio Guide, FN 4.23e,
p. 182

Pretend that you could choose only 15 pieces of equipment for a kitchen. Make a list of those you would choose. Discuss choices.

IV.B.3.

Identify recipe terms

Discuss what makes a recipe easy to read, understand and follow? What items should always be included in a recipe? Develop a checklist for analyzing recipe. Work in small groups. Compare and share.

Ohio Guide, FN 4.26e
p. 205

Choose 3 recipes and define the cooking terms needed to prepare the recipe, eg. broil, braise, fry.

Working in groups of 3 or 4 develop a word scramble sheet of recipe terms and definitions. Trade with another group and complete.

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC:** IV. Basic Meal Preparation**Competency:** IV.B...cont...Interpret and follow written directions for meal preparation.

Sub-competency	Suggested Learning Experiences	Resources
IV.B.4 Demonstrate the ability to follow a recipe.	Read "Recipe Worksheet". Use simple recipe that can easily be divided into step by step parts. In small laboratory groups, draw numbers to determine who does each step. For each step select equipment and demonstrate the procedures to complete the step. When all steps are done share products; evaluate each other as you proceed. Include increasing or decreasing the recipe to evaluate kitchen math. Find a recipe of your choice. Double and half the ingredients using both metric and conventional measurements.	Ohio Guide, FN 4.26e p. 205 Ohio Guide, FN 4.23e pp. 182-183 Ohio Guide, FN 4.25e p.206

Competency: IV.C. Prepare and serve nutritional meals.

IV.C.1. Prepare and serve foods representative of all food groups.	Plan meals using the basic food groups. Analyze menu items and categorize by food groups. <u>Breakfasts:</u> Plan breakfasts which include a fruit or juice, protein foods, energy foods, and beverages. Compare preparation time, food value, methods of preparation, skills and equipment, and palatability of various foods. --fresh, frozen, canned and dried fruits and juices --frying, broiling and microwaving of proteins --quick breads and griddle foods --research various beverages --research table setting, serving and table manners --explore and substitute nontraditional foods you could serve	Ohio Guide, FN 4.26e p. 207
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UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC:** IV. Basic Meal Preparation**Competency:** IV.C...cont...Prepare and serve nutritional meals.

Sub-competency	Suggested Learning Experiences	Resources
IV.C.1...cont.. Prepare and serve foods representative of all food groups.	Class members select foods of their choice to prepare three different breakfasts. Share and evaluate. Review how breakfast menus used above fill your nutritional needs. Explore the consequences if one part of the breakfast menu is omitted. How does this affect you, your family, or group. Sack lunch: Explore different, interesting and nutritious foods you could prepare for a sack lunch. Each kitchen group prepare a sack lunch of choice which includes protein foods, energy foods, fruits and/or vegetables and beverage. Share and evaluate. Compare your sack lunch with the cafeteria lunch as to nutrition, cost, appearance, your likes and dislikes. Discuss cafeteria etiquette. Prepare a simple lunch with protein foods, energy foods, fruits and/or vegetables, and beverage. Compare preparation time, food value, methods of preparation, skills and equipment plus palatability of a variety of foods you could use to serve in a basic, simple lunch pattern. Discuss consequences of serving nutritious lunches. What happens if part of the lunch is omitted? How does this affect you, your family, or your laboratory work group. Simple dinner: Do comparisons, research and preparation of foods suitable for a simple dinner as you did for previous lunch and breakfast. Include protein foods, energy foods, fruits and/or vegetables and beverages. Discuss consequences as done in previous section.	<u>Ohio Guide</u>, FN 4.26e p. 207 <u>Ohio Guide</u>, FN 4.26e p. 207 <u>Ohio Guide</u>, FN 4.26e p. 207 <u>Ohio Guide</u>, FN 4.26e p. 208 <u>Ohio Guide</u>, FN 4.26e p. 208

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC: IV. Basic Meal Preparation****Competency:** IV.C...cont...Prepare and serve nutritional meals.

Sub-competency	Suggested Learning Experiences	Resources
<u>IV.C.1...cont..</u> Prepare and serve foods representative of all food groups.	Analyze how good preparation skills affect nutritional value of foods. How do good preparation skills affect you, your family, or group? What are the consequences if you do not have good preparation skills.	Ohio Guide, FN 4.26e p. 208
<u>IV.C.2.</u> Apply scientific principles to food preparation.	Throughout the laboratory experience, identify the scientific principles of food preparation that are applicable to the preparation of all food items; eg. test for starch, sugar, protein, fat, minerals, water. Explain and discuss scientific principles used in food preparation. Example: Incorporate in quick bread unit. Explain air leavened products are made up of many air cells (like balloons that expand when heated. This expansion increases the volume of the food product making it larger, lighter, and usually more palatable. Experiment: Blow a balloon up tightly and tie it. Hold the balloon about one foot above heat source. The balloon will expand and finally burst.	Ohio Guide, FN 4.26 pp. 221-230 What's To Eat Chapter 21-24 Ohio Power Pacs Cobb, Vicki, <u>Scientific Experiments You Can Eat</u> . Lippencott

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
TEEN LIVING****TOPIC:** V. Careers**Competency:** V.A. Summarize information on various food-industry careers.

Sub-competency	Suggested Learning Experiences	Resources
V.A.1. Identify types of careers available in foods.	Survey local food industries to determine range and types of jobs available. Collect articles on jobs in the food industry, including statistics on numbers of people eating food away from home. Discuss implications for career opportunities.	Restaurants, Institutions Industry <u>Ohio Guide</u> , FN 2.22 p. 107
V.A.2. Recognize duties performed by persons in food industry careers.	Interview people working in the food industry regarding: working hours, duties/tasks performed, physical requirements, etc.	

Competency: V.B. Assess the community for jobs which could be done by teens using food-industry skills.

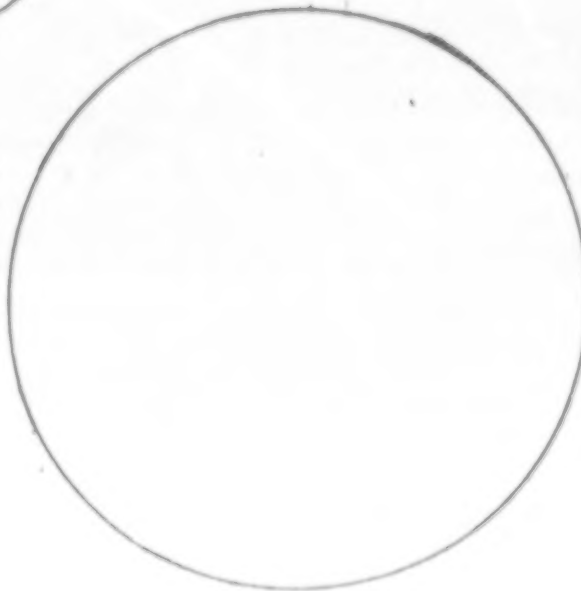
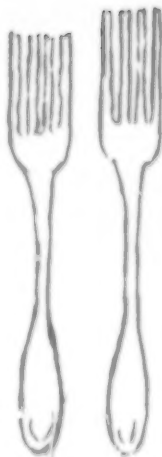
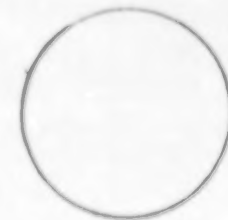
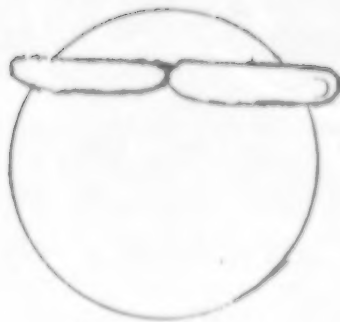
V.B.1. Identify skills transferable to the workplace.	List skills learned in the course which could be applied in the food industry.	
V.B.2. Cite sources of information on job openings.	Obtain newspapers and other forms of job advertisements. Review for food industry positions.	

Knowing TABLE SETTINGS:

Identify each of the items on the chart below. Place the letter of the item on the item.

- a. Dinner plate
- b. Bread and butter plate
- c. coffee/tea cup
- d. water glass
- e. milk glass
- f. napkin

- g. bread and butter knife
- h. dinner fork
- i. salad fork
- j. dessert fork
- k. soup spoon
- m. beverage spoon
- n. dinner knife



KNOWING TABLE SETTINGS AND MANNERS

This picture shows a young man and woman eating dinner. List below the picture at least 10 examples of poor table manners shown in this picture.



MEETING PERSONAL AND FAMILY TEXTILE NEEDS

Rationale: Integral to personal and family textile decisions is an understanding of self concept, present and possible future roles and careers, physical needs and characteristics, and the life cycle. This curriculum incorporates concepts and strategies which enable young men and women to question quality and quantity, the influence of peer and media pressure, and the issue of status as they make personal and family textile and clothing decisions. The concepts apply to home textile products as well as clothing.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- use critical thinking and practical application skills for choosing, wearing, and caring for clothing.
- recognize the effect of comfort and style, peer pressure, and self identity on clothing selection.
- apply basic sewing skills to the completion of a project.
- state the relationship between textile needs and work and family interaction.
- identify skills that can be transferred to clothing/textile industry careers.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- use critical thinking and practical application skills for providing for personal and family wardrobe and textile needs.
- evaluate physical, social, and psychological needs and concerns in terms of wardrobe plans.
- obtain and maintain a wardrobe.
- apply basic sewing skills to meeting personal and family textile needs.
- explore clothing/textiles industry careers.
- provide for textile needs in a manner that will support positive interaction between work and family.

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TEEN LIVING OUTLINE
for
MEETING PERSONAL AND FAMILY TEXTILE NEEDS

I. Self and Society

- A. Recognize good grooming practices and the importance of appearance for teens.**
 - 1. Explain proper care for hair, nails, teeth, and skin.
 - 2. Discuss how peer pressure and appropriate dress are important to teens.
- B. Discuss how colors, styles, and lines relate to teen clothing and environment.**
 - 1. Identify ways in which basic color combinations can be utilized.
 - 2. Interpret the significance of lines, balance, emphasis, proportion, rhythm, and textures in fabrics.
 - * 3. Evaluate personal clothing needs in terms of individual characteristics.

II. Wardrobe Planning

- A. Assess clothing needs based on the personal lifestyle of the teen.**
 - 1. Inventory available clothing.
 - 2. Identify clothing that is not in wearable condition.
 - 3. Summarize clothing needs.
 - 4. Discuss relationship between textile needs and work and family interaction.
- *B. Develop a wardrobe plan that is compatible with the individual and family budget available.**
 - 1. Analyze articles needed to complement the wardrobe.
 - 2. Estimate clothing needs considering budget available.
 - 3. Discuss care and maintenance of fibers and fabrics in terms of clothing items selected.
 - 4. Discuss fit and quality in clothing in relation to clothing construction.

III. Machine Operation and Equipment Utilization.

- A. Demonstrate the ability to operate a sewing machine.**
 - 1. Identify parts and functions of the sewing machine.
 - 2. Demonstrate the ability to prepare a machine for sewing.
 - 3. Demonstrate the ability to operate a sewing machine.
- B. Demonstrate the ability to utilize sewing equipment.**
 - 1. Demonstrate the proper/safe use of sewing equipment.
 - 2. Demonstrate the proper/safe use of pressing equipment.

IV. Construction of a Project Suitable for Teens.

- A. Utilize the information found on guide sheets and pattern parts.**
 - 1. Prepare pattern for fitting, if necessary.
 - 2. Demonstrate the ability to correctly layout and pin pattern pieces to fabric.
 - 3. Properly cut out an item for construction.
 - 4. Utilize construction markings by transferring appropriately to project.
- B. Construct a project utilizing basic sewing skills.**
 - 1. Follow the instructions for completing the project.
 - * 2. Demonstrate basic sewing skills.
 - 3. Evaluate the completed project.

V. Maintenance of a Wardrobe.

- A. Identify wardrobe maintenance responsibilities that can be carried out by a teen.**
 - * 1. Identify maintenance needs of clothing.
 - 2. Assist the family with the care of clothing articles.
- B. Identify wardrobe repair responsibilities that can be carried out by a teen.**
 - 1. Demonstrate the ability to sew on closures.
 - * 2. Demonstrate the ability to make minor clothing repairs.

VI. Careers

- A. Collect information on various clothing/textile industry careers.**
 - 1. Identify types of careers available in clothing/textiles.
 - 2. List the duties performed by persons in clothing/textile careers.
- B. Assess the community for jobs which could be done by teens using clothing/textile industry skills.**
 - 1. Identify skills transferable to the workplace.
 - 2. Cite sources of information on job openings.

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UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC:** I. Self and Society**Competency:** I.A. Recognize good grooming practices and the importance of appearance for teens.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.A.1.</u> Explain proper care for hair, nails, teeth, and skin.	Complete the following sentence, "The reason I think good grooming is important is....." Complete worksheets # 1 and 2. Name equipment used for hair, skin, nails and tooth care. List procedures for proper care of hair, nails, skin and tooth care. Explain 2 ways that cleanliness, proper care of teeth, skin, nails and hair contribute to health and appearance (ex., helps prevent disease and infection; keeps germs from spreading; makes appearance pleasing to others). Explain skin care procedures for these problems: dry skin, oily skin, acne, pimples, body odor, calluses. Set up a schedule for personal care.	Proctor & Gamble, Personal Care, Teaching Aids, Cincinnati, Ohio p. 7 Chamberlain, Valerie, Budinger, Peyton Jones, Jan Perry <u>Teen Guide</u>, McGraw-Hill p. 42 worksheet p. 110-111 Vanderhoff, Magid <u>Clothes, Clues & Careers</u>, Ginn & Co 41929-8 <u>Teachers Guide & Resource Book</u> 41933-6 pp. 69-73, Less. 3 pp. 74-76, Less. 4 Resource Book, p. 79 <u>Granite Guide</u> Family Life Unit Grooming Sect A, Unit II <u>P & G, Personal Care Master Visual #3</u>
<u>I.A.2.</u>	Write a paragraph outlining what or who influences your choice of clothing in various situations (home, school, parties, sports, work). Describe a time when you saw a person (or yourself) inappropriately dressed at an event (sporting, party).	Ohio State Guide <u>What to do Regarding Personal & Family Textile Needs</u>, Columbus, Ohio FT 1.25e, pp. 22-28

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC:** I. Self and Society**Competency:** I.A...cont...Recognize good grooming practices and the importance of appearance for teens.**Sub-competency Suggested Learning Experiences Resources****I.A.2...cont..**

Discuss how peer pressure and appropriate dress are important to teens.

Develop a questionnaire and survey members of the student body to identify "Fads" being worn this year, "Classics" being worn, etc. Discuss in class.

Record student responses for following fashion, for personal care and looking good.

Ohio Guide, FT 2.15
pp. 57-59Use P & G, Personal Care
Master Visual #2**Competency:** I.B. Discuss how colors, styles, and lines relate to teen clothing and environment.**I.B.1.**

Identify ways in which basic color combinations can be utilized.

Make a color wheel using the primary, secondary and tertiary or intermediate colors.

Color pictures (in Oklahoma Guide) in different color schemes, triad, analogous, complimentary and monochromatic.

Illustrate the psychology of color using word/color associations, eg. yellow/coward, black/villan, etc. Discuss how color affects mood, size image, etc.

Oklahoma Guide
Housing & Home Furnishing Sec. g.
Unit 2, HE 1-31-37GFoster, Josephine et.al. (consulting authors) Creative Living, Bennett & McKnight, ISBN, Student 0-02-640910-0 Teacher 0-02-641020-6Teen Guide, pp. 283-285
Workbook p. 114Ohio Guide, FT 2.13e
pp. 43-44**I.B.2.**

Interpret the significance of lines, balance, emphasis, proportion, rhythm, and textures in fabrics.

Define vocabulary having to do with lines, styles, etc. (value, hue).

Give examples of fabric texture that are frequently worn for special occasions or associated w/certain moods or roles.

Discuss the effect of color in our lives.

Teen Guide, pp. 283-85
Workbook pp. 112-113Creative Living
Chapter 42, pp. 384-389
Also chart, p. 388Color Coordinating
People from community
Ohio Guide, FT 2.13e
p. 45

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS

**FT
TEEN LIVING**

TOPIC: 1. Self and Society

Competency: I.B...cont... Discuss how colors, styles, and lines relate to teen clothing and environment.

Sub-competency	Suggested Learning Experiences	Resources
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I.B.3.

Evaluate personal clothing needs in terms of individual characteristics.

Individually analyze body type and coloring. State likes and dislikes. Identify ways you can hide figure faults/problems and enhance strengths using colors, lines, designs, etc. What types of clothing characteristics could achieve the desired effects.

Design an outfit that would best "feature your body".

Ohio Guide, FT 2.13e
p. 45

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC: II. Wardrobe Planning****Competency:** II.A. Assess clothing needs based on the personal lifestyle of the teen.**Sub-competency Suggested Learning Experiences Resources**

II.A.1.
Inventory available clothing.

Conduct wardrobe inventory.

Schmelzel, Carol
Wardrobe Workbooks
(NASCO) WA 5185H-6H
\$7.95

Teen Guide, pp. 287-291

II.A.2.
Identify clothing that is not in wearable condition.

List items that would make clothes not wearable or appropriate such as: peer pressure, occasion, physical condition of garment, status symbols.

Ohio Guide, FT 1.22/
FT 1.26, pp. 13-28

II.A.3.
Summarize clothing needs.

Analyze clothing needs. Analyze clothing wants.

Wardrobe Workbooks
Chapter 55, p. 402

Case study: Friend had a fire in home last night. Lost all clothing except pajamas he/she was wearing. The insurance company will allow \$800.00 to replace clothing. Plan basic wardrobe needed. Keep in mind color, line and texture and plan for combinations.

II.A.4.
Discuss relationship between textile needs and work and family interaction.

Discuss impact/relationship between clothing needs and work/school. Discuss relationship of clothing on family interaction.

Competency: II.B. Develop a wardrobe plan that is compatible with the individual and family budget available.

II.B.1.
Analyze articles needed to complement the wardrobe.

Select one basic garment outfit for the entire class and each member of the class select accessories for it. Use actual accessories, drawings or pictures. Display and discuss. Do the chosen accessories reflect the individuality of the students?

Wardrobe Workbooks
Teen Guide, p. 288
Ohio Guide, FT 2.1
pp. 51-55

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC:** II. Wardrobe Planning**Competency:** II.B...cont...Develop a wardrobe plan that is compatible with the individual and family budget available.

Sub-competency	Suggested Learning Experiences	Resources
II.B.1...cont... Analyze articles needed to complement the wardrobe.	Use "Looking for Wardrobe Planning Information" FHA: Invite a clothing store representative to demonstrate the principles of wardrobe planning/coordinating basic outfits.	Ohio Guide, FT 2.14e, p. 55
II.B.2. Estimate clothing needs considering budget available.	Use activity such as "The Price is Right", to determine price of ready-made clothes. List advantages of planning ahead before shopping for clothes.	Ohio Guide, FT 2.11 p. 29 Teen Guide, p. 290
II.B.3. Discuss care and maintenance of fibers and fabrics in terms of clothing items selected.	Give examples of types of fabrics that may require hand-washing/machine washing. List examples of how man-made, natural and blended fibers should be cared for. FHA: Adopt a shut-in, elderly person or handicapped to complete needed cleaning tasks related to clothing.	Creative Living pp. 448-452 Teen Guide, Ch. 40 Ohio Guide, FT 3.13e pp. 107-114
II.B.4. Discuss fit and quality in clothing in relation to clothing construction.	Point out how to check garments for fit. Describe how to check for quality when buying clothes. Play a game to determine the price of ready-made clothing.	Teen Guide, Teacher Resource Guide, p. 100 Ohio Guide, FT 2.11 p. 29

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC:** III. Machine Operation and Equipment Utilization**Competency:** Demonstrate the ability to operate a sewing machine.

Sub-competency	Suggested Learning Experiences	Resources
III.A.1. Identify parts and functions of the sewing machine.	Give the student a copy of the machine (brand you have in your classroom) and, using an overhead, list the parts and the functions of the machine. Students sit at the machine with their books and a piece of paper and list and show parts and functions of the machine.	Sewing machine manuals for specific machines. Teen Guide, p. 322 Creative Living, p. 422 Oklahoma Guide, Sect.D Clothing & Textile CIMC, Stillwater, Ok.
III.A.2. Demonstrate the ability to prepare a machine for sewing.	Demonstrate how to wind a bobbin and have the students wind their own. Demonstrate how to load the bobbin into the bobbin case and the case into the machine and have the students practice. Demonstrate how to thread the machine and have the students practice.	Sewing machine manuals for specific machines Teen Guide, p. 322 Creative Living, p. 422 Oklahoma Guide HE 1-85-D Unit III-Bobbin HE 1-105-S Job Sheet #3
III.A.3. Demonstrate the ability to operate a sewing machine.	Demonstrate how to: --start-using handwheel --stop-raise needle out of fabric --sew straight using the fractional markings on the machine throat plate Students should sew on paper to follow lines, turn corners, round curves, stop and start at a certain point(s).	Sewing machine manual Oklahoma Guide HE 1-87-D Unit 3 Job Sheets #4

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC: III. Machine Operation and Equipment Utilization****Competency: III.B. Demonstrate the ability to utilize sewing equipment.**

Sub-competency	Suggested Learning Experiences	Resources
III.B.1. Demonstrate the proper/safe use of sewing equipment.	Demonstrate safe use of: shears, pins, marking equipment, measuring equipment.	Oklahoma Guide HE 1-37-D to HE 1-53-D
III.B.2. Demonstrate the proper/safe use of pressing equipment.	Information sheets with definitions for students to study. Demonstrate the safe use of pressing equipment.	Oklahoma Guide HE 1-44-D, 46-D, 49-D, 50-D Teen Guide, p. 326

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC:** IV. Construction of a Project Suitable for Teens**Competency:** IV.A. Utilize the information found on guide sheets and pattern parts.

Sub-competency	Suggested Learning Experiences	Resources
IV.A.1. Prepare pattern for fitting, if necessary.	Compare body measurements to pattern measurements. (If too small, add to pattern w/paper; if too large take tucks in appropriate places.)	Teen Guide, p. 331 Oklahoma Guide HE 1-132-D Ohio Guide, FT 2.25e p. 90-91 Illinois Teacher March, April 1983 pp. 141-143
IV.A.2. Demonstrate the ability to correctly layout and pin pattern pieces to fabric.	Prepare fabric so that the grain is straight after the teacher has demonstrated this procedure. (Ex. of grain, after washing Levi 501s and knit shirts, the side seams come around to the front and back.) Lay pattern pieces and pin to fabric according to instructions on layout and measure accurately.	Oklahoma Guide pp. HE 1-33-D to 127-D Teen Guide, pp. 331-334 Workbook p. 124 Ohio Guide, FT 2.24 p. 84
IV.A.3. Properly cut out an item for construction.	Demonstrate the proper way of cutting out a pattern. Students can cut out their own projects.	Oklahoma Guide HE 1-139-D, 140-D Teen Guide, pp. 335-336
IV.A.4. Utilize construction markings by transferring appropriately to project.	Show students which method of marking you want them to use and how to use them (try the new type of tracing/markings pens).	Teen Guide, p. 335-338 Oklahoma Guide HE 1-141-D to 145-D

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC:** IV. Construction of a Project Suitable for Teens**Competency:** IV.B. Construct a project utilizing basic sewing skills.

Sub-competency	Suggested Learning Experiences	Resources
IV.B.1. Follow the instructions for completing the project.	Practice following directions by using one of the following direction worksheets.	Pattern Guide Brewer, Margaret M. McMahon, William C. Paris, Katherine A. Rocke, Michael P. <u>Life Skills</u> <u>Attitudes in Everyday Living</u> , Educational Design Inc., ISBN 0-87694-158-7 Soft Cover Workbook
IV.B.2. Demonstrate basic sewing skills.	Show students by demonstrating sewing techniques used in their chosen projects.	Teen Guide, pp. 340,541 <u>Oklahoma Guide</u> HE 1-147-D to 171-D Job sheets 6-10
IV.B.3. Evaluate the completed project.	Display project samples with grading sheets completed. Students will complete a grading sheet.	Teen Guide, Workbook pp. 125-127 Benzley, Janet <u>The Idea Works</u> P.O. Box 806 Bountiful, UT 84010 (send for information sheet)

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC:** V. Maintenance of a Wardrobe.**Competency:** V.A. Identify wardrobe maintenance responsibilities that can be carried out by a teen.**Sub-competency****Suggested Learning Experiences****Resources****V.A.1.**

Identify maintenance needs of clothing.

List tips on routine care of clothing.

Sort for cleaning, repairing or putting away.

Teen Guide, P. 350Proctor & Gamble,
Learning About
Laundering**V.A.2.**

Assist the family with the care of clothing articles.

List the steps in getting ready to properly care for clothes.

Show how to remove common spots and stains (products).

Teen Guide, pp. 350-355Teachers Resource
W/B p. 28P&G, Learning About
Laundering,
Worksheet #3

Using fabric samples, students separate into correct piles for washing.

Oklahoma Guide
HE 1-185-D and 198-DOhio Guide, FT 3.13e
pp. 110, 112

State meaning of terms on clothing care labels.

P&G, Learning About
Laundering
Worksheet #3**Competency:** V.B. Identify wardrobe repair responsibilities that can be carried out by a teen.**V.B.1.**

Demonstrate the ability to sew on closures.

Students prepare samples of repair:

--buttons with and without shanks

--hooks and eyes

--snaps

--zippers.

Teen Guide, pp. 347-348Creative Living
pp. 442-443

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC:** V. Maintenance of a Wardrobe**Competency:** V.B. Identify wardrobe repair responsibilities that can be carried out by a teen.**Sub-competency Suggested Learning Experiences Resources**

V.B.2.

Demonstrate the ability to make minor clothing repairs.

Students bring articles into class that they have repaired at home using techniques learned in class (repairing a seam, repairing a hem, closures).

FHA: Plan a clothing drive. Check for quality. Make repairs and distribute clothing to charitable organizations.

Teen Guide, p. 354Creative Living
pp. 452-454Ohio Guide, FT 2.11
p. 31

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
TEEN LIVING****TOPIC:** VI. Careers**Competency:** VI.A. Collect information on various clothing/textile industry careers.**Sub-competency Suggested Learning Experiences Resources****VI.A.1.**

Identify types of careers available in clothing /textiles.

Read about and discuss clothing and textile careers in: Textile industry, apparel industry, merchandising, communications and advertising, extension, business administration and fabric care service.

Contemporary Clothing
Chapter 15, pp.288-311**VI.A.2.**

List the duties performed by persons in clothing/textile careers.

Discuss the job descriptions provided for the careers in the areas listed above. Relate personal characteristics and to job descriptions and educational requirements.

Contemporary Clothing
Chapter 15, pp. 288-31**Competency:** VI.B. Assess the community for jobs which could be done by teens using clothing/textile industry skills.**VI.B.1.**

Identify skills transferable to the workplace.

Explore the possibility of employment utilizing clothing/textiles skills and knowledge learned in Teen Living.

VI.B.2.

Cite sources of information on job openings.

Invite a local Job Service or Clothing/ Textiles related professional to discuss jobs available in the local community.

Use the newspaper and other sources to identify local job openings.

Local paper, bulletin boards in stores, etc.

CREATING A LIVING ENVIRONMENT

Rationale: A living environment for individuals, families, and society is a basic human need. Creating a satisfying environment includes examining options available and using critical thinking processes for practical problem solving in the selection, maintenance, and management of housing; and in human interaction within the broader living environment.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- respect personal and shared space.
- actively participate in the maintenance and management of the living environment.
- accept responsibility for a safe environment.
- identify special housing-related needs of individuals and families.
- utilize skills acquired to provide personal income.
- identify skills that can be transferred to the housing/home furnishings industry.
- state the relationship between the living environment and work/family interaction.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- critically analyze and apply principles in making decisions concerning living environments throughout the life cycle.
- manage and maintain a living environment.
- equip and furnish a living environment.
- identify the responsibilities of individuals for addressing societal living environment-related issues.
- explore careers in the housing/home furnishings industry.
- create a living environment that supports positive interaction between work and family.

TEEN LIVING OUTLINE

for

CREATING A LIVING ENVIRONMENT

I. Sharing Space

A. Plan ways to share home space.

1. Discuss needs for personal space as it relates to individuals and families.
2. Assess personal and family activities and interests that require special areas or space within the home environment.

B. Evaluate use and care of public space.

1. Suggest guidelines for shared use and care of the school.
2. Identify proper use and care of community space.
3. Suggest areas outside the neighborhood and/or community that require respect and care for the shared space.

II. Creating "Home" Environment

A. Analyze personal lifestyle and housing needs.

1. Discuss personal/family lifestyle and how this affects housing needs.
2. Discuss how living environments support a positive interaction between work and family.
3. Plan teen activities to coordinate with family activities.

B. Assess the effects of design principles on the feeling of comfort created in the home.

1. Identify principles of design as related to living environments.
2. Explain how design principles relate to living environments.

III. Home Maintenance

A. Analyze personal/family work schedules in terms of sharing home care responsibilities.

- * 1. Explain how home maintenance relates to personal and family pride.
- 2. Identify home care tasks.

*B. Design a plan for shared home care.

1. Discuss the importance of a teen's contribution to the division of labor within the home.
2. Determine ways a teen can assist with home care.
3. Develop a plan for division of labor which would include all family members.

C. Evaluate home care equipment and cleaning supplies.

1. Identify types of household equipment available.
2. Demonstrate safe and proper use of equipment and supplies.
3. Demonstrate proper care of equipment and supplies.

IV. Home Security and Safety

A. Analyze a teen's personal security practices while home alone.

1. Identify personal responsibilities for security.
2. Explain the importance of teens taking responsibility for home security.

B. Analyze a teen's personal safety practices in the home.

1. Describe the common home dangers.
2. Suggest ways to guard against home dangers.

V. Environmental Change

A. Adapt to a change in environment.

1. Identify the psychological and emotional impacts of a change in environment.
2. Discuss the influence of the living environment upon teens.

B. Assume responsibility for personal adaptation to environmental change.

1. Identify what teens can do to adapt to environmental change.
2. Suggest ways teens can help others to adapt to environmental change.

VI. Careers

A. Summarize information on housing/home furnishings industry careers.

1. Identify types of careers available in the housing/home furnishings industry.
2. List the duties performed by persons in housing/home furnishings industry careers.

B. Assess the community for jobs which could be done by teenagers using housing/home furnishings-related skills.

1. Identify skills transferable to the workplace.
2. Cite sources of information on job openings.

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UNIT: CREATING A LIVING ENVIRONMENT**LE
TEEN LIVING****TOPIC: I. Sharing Space****Competency:** I.A. Plan ways to share home space.

Sub-competency	Suggested Learning Experiences	Resources
I.A.1. Discuss needs for personal space as it relates to individuals and families.	Three chairs are placed in the front of the room and two students are asked to take a seat. Discuss the possible reasons for the students' seating choices. View filmstrip. Demonstrate personal space as it relates to family, friends, and social groups.	Oklahoma Guide Housing Section, HF p. II-A Filmstrip - <u>Your Space and Mine</u> , J.C. Penney
I.A.2. Assess personal and family activities and interests that require special areas or space within the home.	Complete a personal reaction inventory by answering questions related to personal space needs. Share reactions in class. List members in families and the special interests of each member. Analyze special interest for space needed including storage of equipment and area needed to perform the activity Using simulated families construct plans for sharing a room/space. Use a variety of situations.	Ohio Guide, <u>What to do Regarding Creating A Living Environment</u> Instructional Material Laboratory, Columbus, Ohio, 43201, 1983 LE 3.11, p. 126 Oklahoma Guide <u>Housing and Home Furnishings</u> , State Dept. of Voc. and Tech. Ed., 1976 Stillwater, OK HF 27A-89A <u>Ohio Guide</u> , LE 3.11 p. 127

Competency: I. B. Evaluate use and care of public space.

I.B.1. Suggest guidelines for use and care of the school.	Take a walk through your school observing restrooms, lunch rooms, halls, etc. Document evidences of litter, graffiti and vandalism. After identifying areas of personal space, focus on areas within school as public space. Small groups develop rules for managing and enforcing rules for specific areas.	Ohio Guide, LE 3.12 p. 129
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UNIT: CREATING A LIVING ENVIRONMENT**LE
TEEN LIVING****TOPIC: I. Sharing Space****Competency:** I.B...cont...Evaluate use and care of public space.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.B.2.</u> Give examples of proper use and care of the school.	List community space areas which are used. Groups "adopt" a community space and identify the use and abuse of that area. Write letters to the editor identifying concerns and pledging support for the care of the "adopted" area. Optional: FHA community project Individually do "Situations--Your Environment". For situations, research cost of actions, safety and health aspects and time involved to restore area. Use custodians and local public maintenance personnel as resources.	Ohio Guide, LE 3.12 pp. 239 and 131
<u>I.B.3.</u> Suggest areas outside the neighborhood and/or community that require responsibility and care for shared space.	Brainstorm possible areas outside of the community that are shared by others. Relate the responsibilities regarding care to cost of upkeep and taxation. FHA: Develop or create some media messages to inform the public of its responsibilities in care of shared space.	Foster, Josephine Hogan, Janice erring, Bettie Giesecking-Williams, Audrey Creative Living, Butterick Pub. Co. ISBN 0-88421-779-5 Chapter 68

UNIT: CREATING A LIVING ENVIRONMENT**LE
TEEN LIVING****TOPIC: II. Creating "Home" Environment****Competency:** II.A. Analyze personal lifestyle and housing needs.

Sub-competency	Suggested Learning Experiences	Resources
<u>II.A.1.</u> Discuss personal/ family lifestyle and how this affects housing needs.	Discuss case studies that identify personal/family lifestyles (eg. single parent, small family, large family, student, mobile family, etc.). List values, goals, and standards of family studied.	Ohio Guide, LE 1.11 pp. 1-17
<u>II.A.2.</u> Discuss how living environments support a positive interaction between work and family.	Discuss: --How living environments affect family members. --How living environments affect work. --How living environments can support a positive interaction between work and family.	
<u>II.A.3.</u> Plan teen activities to coordinate with family activities.	Design a family activity calendar utilizing input from all family members. Use and evaluate for effectiveness. Choose a hobby, project, or interest and plan a family home environment activity. Work in groups to devise written situations that cause typical scheduling concerns in students' lives. Exchange situations and work in groups to apply flexibility to the situations.	Ohio Guide <u>Coordinating Work and the Family</u> WF 2.33, p. 154

Competency: II.B. Assess the effects of design principles on the feeling of
comfort created in the home.

<u>II.B.1.</u> Identify principles of design as related to living environments.	(Review from clothing unit) Analyze a room in the school to identify design principles used. List and define each.	Vanderhoff, Margil <u>Clothes, Clues and Careers,</u> Lexington, Mass. 02173 ISBN 41929-8
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UNIT: CREATING A LIVING ENVIRONMENT

**LE
TEEN LIVING**

TOPIC: II. Creating "Home" Environment

Competency: II.B...cont...Assess the effects of design principles on the feeling of comfort created in the home.

Sub-competency

Suggested Learning Experiences

Resources

II.B.2.

Explain how design principles relate to living environments.

After identifying the design principles, select pictures of rooms from magazines and state how the principles are used in each. Discuss the "feeling" of the rooms in relation to the use of the principles.

UNIT: CREATING A LIVING ENVIRONMENT**LE
TEEN LIVING****TOPIC: III. Home Maintenance**

Competency: III.A. Analyze personal/family work schedules in terms of sharing home-care responsibilities.

Sub-competency**Suggested Learning Experiences****Resources****III.A.1.**

Explain how home maintenance relates to personal and family pride.

Using the Case Studies discuss how different types of homes require different care and maintenance and prepare charts illustrating how simulated families would complete maintenance tasks in their home. Present skits illustrating how the family views the maintenance tasks.

Ohio Guide, LE 2.22e
pp. 1-14 and p. 68

If a "candid camera" were brought into your bedroom at this time, describe how it would look.

Ohio Guide, LE 2.22e
p. 69

Role play the following situations:
--Your favorite aunt is coming to visit.
--You need your swimming suit by Saturday and you cannot find it.
--A bedroom is shared. One person wants to take time to clean; the other does not care.

Ohio Guide, LE 2.22e
p. 69

III.A.2.

Identify home care tasks.

List ten routine tasks that can be done in a home. Rank order of the tasks. Compare your ranking with other students. How do they compare? If you only had time to do three tasks, which three would you complete? Why? What would happen if they were not completed?

Ohio Guide, LE 2.12e
p. 67

Complete the "Family Task Survey". Analyze your own answers as to responsibilities and commitments.

Idaho Guide, 1977
Relationships Within
Families

UNIT: CREATING A LIVING ENVIRONMENT

**LE
TEEN LIVING**

TOPIC: III. Home Maintenance

Competency: III.B. Design a plan for shared home care.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.B.1.</u> Discuss the importance of a teen's contribution to the division of labor within the home.	Discuss the statement: "A woman's work is never done". Analyze your family's maintenance tasks listing who does each of these. Review the tasks the teen could do to contribute.	<u>Ohio Guide</u> , LE 2.21e p. 67
<u>III.B.2.</u> Determine ways a teen can assist with home care.	Analyze your family's sharing of maintenance tasks. Does everyone do his/her fair share? Who spends the most time doing maintenance? Who manages the maintenance tasks? Develop a plan for improving maintenance tasks in your home. Discuss and list housekeeping tasks necessary throughout the home. Develop a time schedule of tasks that are done daily, weekly, monthly, seasonally, annually and determine which family members perform these.	<u>Ohio Guide</u> , LE 2.21e p. 68
<u>III.B.3.</u> Develop a plan for division of labor which would include all family members.	Based on above, make a new family plan for maintenance which includes children in the family.	

Competency: III.C. Evaluate home care, equipment and cleaning supplies.

<u>III.C.1.</u> Identify types of household equipment available.	View a display of equipment or pictures of equipment. Identify the tools and describe functions. Write a consumer report on a specific piece of equipment to share with the class.
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UNIT: CREATING A LIVING ENVIRONMENT

**LE
TEEN LIVING**

TOPIC: III. Home Maintenance

Competency: III.C...cont...Evaluate home care, equipment and cleaning supplies.

Sub-competency	Suggested Learning Experiences	Resources
III.C.2. Demonstrate safe and proper use of equipment and supplies.	Discuss dangers of improper use of chosen equipment and supplies. View display of equipment and supplies. Select one to read the label, follow instructions and demonstrate appropriate use. Compare the cost of cleaning agents-- consider end results, time, cost and money involved.	Ohio Guide, LE 2.22e p. 70
III.C.3. Demonstrate proper care of equipment and supplies.	Demonstrate the use of equipment and cleaning supplies following label directions. Include precautions and other use information. Identify where and how the equipment/supplies should be cared for and stored. Make "Cleaning Aids for Homemakers." Test in department.	Ohio Guide, LE 2.22e p. 70-71

UNIT: CREATING A LIVING ENVIRONMENT

**LE
TEEN LIVING**

TOPIC: IV. Home Security and Safety

Competency: IV.A. Analyze a teen's personal security practices while home alone.

Sub-competency	Suggested Learning Experiences	Resources
IV.A.1. Identify personal responsibilities for home security.	Discuss the following: --What could we do to keep our living environment safe? --Should we be responsible for others in our community? Role play practicing skills for answering the phone and door when alone. Invite community resource people to class to discuss and/or demonstrate security measures and checklist for individual's responsibility for assuming safety precautions. Discuss ways to store valuables and personal belongings to prevent theft and/or damage.	Ohio Guide, LE 3.24 p. 151 policeman, sheriff, etc.
IV.A.2. Explain the importance of teens taking responsibility for home security.	Discuss importance of learning how to prevent harm or accidents. Brainstorm ideas of how each can be responsible for protecting self, family members and home. Invite resource people to teach specific precautionary measures. Simulate experiences in which students could exercise/practice safety precautions. Assess various living environments and locations that may have specific security problems and state some ways to resolve or reduce the problems.	Ohio Guide, LE 3.24 pp. 151-153

LE TEEN LIVING

Competency: IV.B. Analyze a teen's personal safety practices in the home.

Sub-competency	Suggested Learning Experiences	Resources
IV.B.1. Describe the common home dangers.	Survey picture of a home to locate and determine potential hazards and dangers (eg. undersink cleaning supplies). Decide what can be done to eliminate the danger.	Chamberlain, Valeri Budinger, Payton Jones, Jan Teen Guide, 6th ed. Webster Div of McGraw-Hill Book Co. ISBN 0-88421-779-5
	Survey home economics department and building to determine safety dangers.	Ohio Guide, LE 2.24e pp. 78-79 Ohio Guide, LE 2.24e p. 75
IV.B.2. Suggest ways to guard against home dangers.	Invite resource people to discuss fire escape plans, repairing/replacing electrical problems, storage of home/pest supplies, etc.	Creative Living Chapter 70
	Discuss safe ways to use home appliances, including hair dryers.	
	FHA: Make a list of emergency phone numbers. Invite medical staff to demonstrate first aid skills, including CPR.	
	Develop a display of fire extinguishers and substances that could be used to put out a fire (salt, baking soda). Identify appropriate use of each. Visit fire department or invite a representative to demonstrate the use of fire extinguishers and other fire retardant substances. Summarize procedures learned. Discuss ways of preventing kitchen fires and steps to be taken when they occur.	Ohio Guide, LE 2.24e p. 76

UNIT: CREATING A LIVING ENVIRONMENT**LE
TEEN LIVING****TOPIC: V. Environmental Change****Competency: V.A. Adapt to a change in environment.**

Sub-competency	Suggested Learning Experiences	Resources
V.A.1. Identify the psychological and emotional impacts of a change in environment.	List reasons for environmental changes (divorce, job relocation, natural or personal disaster). Brainstorm affects that result from changing environments (loss of friends, a new school, etc.). Compare advantages and disadvantages of moving from either a rural to a metro area or vice versa. Interview new students within the school regarding their feelings and expectations with the class. Discuss ways and means of coping with the change. Role play psychological aspects of relocating using identified situations.	Ohio Guide, LE 1.18 p. 41
V.A.2. Discuss the influence of the living environment upon teens.	Make a list of songs that have the word <u>house</u> or <u>home</u> in the title. Describe the "image" of the home in each song. How does this compare to your image or definition of the word <u>home</u>? Design a collage representing your image of the word home. Display for the class.	Ohio Guide, LE 1.11e p. 15

Competency: V.B. Assume responsibility for personal adaption to environmental change.

V.B.1. Identify what teens can do to adapt to environmental change.	List ways to assist in changing environments. Ex: Help supervise packing, labeling, loading, unloading; tour new location; map out schools; stores; etc.	Ohio Guide, WF 2.27. p. 144
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UNIT: CREATING A LIVING ENVIRONMENT**LE
TEEN LIVING****TOPIC:** V. Environmental Change**Competency:** V.B...cont... Assume responsibility for personal adaption to environmental change.

Sub-competency	Suggested Learning Experiences	Resources
V.B.1...cont... Identify what teens can do to adapt to environmental change.	Secure relocation packets from the Chamber of Commerce, Post Office. View filmstrips or films that show changes of environment: --Exchange students --Relocated people --Moving an elderly person from home to a care center. Role play situations that might involve changing environment (eg. new community, etc.). FHA: Invite a foreign exchange student to share feelings and experience with class.	Ohio Guide, LE 1.18 p. 42 American Field Service Ohio Guide, LE 1.18 pp. 42-43
V.B.2. Suggest ways teens can help others adapt to environment change.	Organize a support group or team to "adopt" new students to show them the school and introduce them to school organizations. Invite "new people" to special celebrations, school open house, basketball games, community play, etc. FHA: Adopt a "grandparent" in a nursing home or a foreign family.	

UNIT: CREATING A LIVING ENVIRONMENT**LE
TEEN LIVING****TOPIC:** V.I. Careers**Competency:** VI.A. Summarize information on various housing/home furnishings industry careers.**Sub-competency****Suggested Learning Experiences****Resources****VI.A.1.**

Identify types of careers available in the housing/home furnishings industry.

Host a guest panel of speakers from various housing careers or assign small groups to research specific careers and report back to class (eg. real estate, architecture, interior design, furniture sales, custodial care, upholstery, building industry, etc.).

Sherwood, Ruth
Homes: Today and Tomorrow, Chas. A. Bennett, 1981
ISBN 87002-173-7
Chapter 14, 18

Teen Guide, p. 191-197

VI.A.2.

List the duties performed by persons in housing/home furnishings industry careers.

Interview members of the community who are in the field.

Creative Living,
"Careers in Housing"
Chapter 27

Competency: VI.B. Assess the community for jobs which could be done by teenagers using housing/home furnishings-related skills.**VI.B.1.**

Identify skills transferrable to the workplace.

Discuss and list on the board the skills which one might have which would be usable in the housing/home furnishings industry.

OOH, DOT, etc.

VI.B.2.

Cite sources of information on job openings.

Use sources of information to find all openings available for a job in the field which are of personal interest to the student.

newspaper, local sources

Invite business owners and employment counselors to discuss job opportunities and developing job getting skills.

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IDAHO

TEEN LIVING

for the Junior High

ADULT LIVING

for the Senior High

Vocational Home Economics Curriculum Guide

with emphasis on:

Coordinating Work and the Family

Nurturing Human Development

Economics and Managing Resources

Feeding and Nourishing the Family

Meeting Personal and Family Textile Needs

Creating a Living Environment

Sponsored By The
State Division of Vocational Education
Boise, Idaho

Emma M. Gebo
Idaho State University
Project Director

Ann L. Stephens
State Supervisor
Vocational Home Economics

September, 1985

COURSE DESCRIPTION**ADULT LIVING - - SENIOR HIGH**

The **ADULT LIVING** curriculum is designed to equip senior high students with knowledge and skills necessary for fulfilling leadership roles in family/ home life as it is influenced by and coordinated with the work life of family members. Emphasis is on:

- (1) Visualization of adult responsibilities in the work/family context,
- (2) Issues that impact upon work/family interaction,
- (3) Problem solving techniques, management processes and coping skills applied to family situations, and
- (4) Positive interaction between work and family.

The **ADULT LIVING** curriculum is designed as a full-year class which could be divided at the semester. Students could take a semester during the 10th, 11th, or 12th grade, and a second semester during the 10th, 11th, or 12th grade. Students should not repeat a semester. The **ADULT LIVING** course is designed to replace the comprehensive senior high course which has been taught as Independent Living, Adult Living, Life Management, Home Economics IV, etc. The Independent Living Guide will serve as an excellent resource or supplement for this curriculum handbook.

Semester length courses in foods/nutrition and child development/parenting should still be offered as a part of the total home economics curriculum along with a capstone Occupational Home Economics program. A semester length offering in clothing/textiles could be offered based on a survey of local community needs. Environment for living should not be continued as a semester length course, but could be integrated with a related semester length course such as clothing/textiles.

SUGGESTED SCOPE AND SEQUENCE

ADULT LIVING -- for the Senior High Vocational Home Economics course.

UNIT	TIME	TOPICS
<i>First semester</i>		
Coordinating Work Life and Family Life (WF)	2 weeks	I. Interaction Between Family and Work.
Nurturing Human Development (HD)	5 weeks	I. Self Formation II. Interpersonal Relationships
Economics and Managing Resources (EM)	4 weeks	I. The Interrelationship of Values, Goals, & Decision Making Upon Managing Economic Resources II. Means of Obtaining Economic Goals. III. Related Careers
Feeding and Nourishing the Family (FN)	5 weeks	I. Fitness/Wellness II. Food Safety and Sanitation III. Food Management IV. World Food Concerns V. Related Careers
Coordinating Work Life and Family Life (WF)	1 week	II. Effects of Work on Family
<i>Second Semester</i>		
Coordinating Work Life and Family Life (WF)	2 weeks	III. Effects of Family on Work
Nurturing Human Development (HD)	5 weeks	III. Family Relationships IV. Parenting V. Human Development Careers
Meeting Personal and Family Textile Needs (FT)	5 weeks	I. Self and Society II. Using Design III. Wardrobe Management IV. Construction V. Maintenance of a Wardrobe VI. Careers in Textiles
Creating a Living Environment (LE)	4 weeks	I. Making Housing Decisions II. Home Management & Maintenance III. Equipment and Furnishings IV. Housing Careers
Coordinating Work Life and Family Life (WF)	1 week	IV. Home and Family Skills Transfer- to the Work Place

COORDINATING WORK LIFE AND FAMILY LIFE

Rationale: The impact of current economic and employment trends and changes in the composition of the workforce have a major impact on family members as well as society as a whole. The interaction between family and work, the effects of work on the family, and the effects of the family on work must be recognized, understood, and considered in all decision making. Successful coordination of work life and family life is of benefit to the individual, family, and society.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- translate school as the "workplace" and respond to work/family issues and relationships within families.
- recognize and participate in the decision making, the management, and the coordination of daily work life and family life.
- recognize teen roles and responsibilities connected with the interaction between work and family.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- respond to work/family issues as the leader of the family unit.
- recognize and solve problems and situations resulting from work/family interaction.
- apply problem-solving techniques, management processes, and coping skills to family life.
- work toward an effective balance between work life and family life.

ADULT LIVING OUTLINE

for

COORDINATING WORK LIFE AND FAMILY LIFE**I. Interaction Between Family and Work*****A. Identify family values, goals, and priorities.**

1. State the responsibilities of a leader/adult in establishing family goals and values.
2. Compare the relationship between family goals and individual goals.

***B. Accept responsibility for personal commitment to work and family.**

1. Recognize multiple responsibilities of wage earner and homemaker.
2. Identify ways to separate work and home responsibilities.
3. Assess personal work ethic and relate to family and work.

***C. Explore ways to nurture family relations within the work-family structure.**

1. Identify the adult role in fostering positive family relations.
2. Exhibit a knowledge of good communication techniques applicable to family situations.
3. Develop personal and family support systems.

***D. Develop a workable work-family schedule.**

1. Coordinate individual schedules of family members.
2. Plan for shared responsibilities and flexibility in meeting family members' schedules.
3. Plan for shared quality time for family members.

E. Recognize the opportunity cost of work.

1. State the cost factors of employment.
2. State advantages and disadvantages of work outside the home, or full-time homemaker.

II. Effects of Work on Family**A. Discuss the influence of career on life style.**

1. State personal life style desired.
2. Identify careers that are consistent with desired life style.
3. Identify fringe benefits of work that affect the family.
4. State relationship between short- and long-term goals in career choice.

B. Evaluate the effects of work-related stress on the family.

1. Recognize work-related stressors.
2. Assess personal stress level.
- * 3. Identify effective strategies for coping with work-related stress.

C. Assess management techniques for coordinating work and the family.

1. Establish appropriate personal/family standards.
2. Accept leadership role in home management.
3. Develop plan for work-related travel.

III. Effects of Family on Work

- A. **Assess impact of marital status on employment.**
 - 1. State the effects of marital status on job performance.
 - 2. Assess contributions vs. interference of marital status on work.
 - 3. Assess contributions vs. interference of work on marital status.
- B. **Assess the impact of the family life cycle on work life.**
 - 1. State changing economic demands throughout the life cycle.
 - 2. Analyze the effects of family on work during various stages of the life cycle.
- C. **Assess the impact of family roles upon work.**
 - 1. Identify the expectations of individuals in family roles.
 - 2. Explain how culture influences role expectations.
- D. **Investigate parenting concerns in relation to the workplace.**
 - * 1. Analyze compatibility of personal career goals and parenting goals.
 - * 2. Explore child care options for working parents.
 - * 3. Identify shared responsibilities in parenting.
- E. **Assess impact of family composition upon work.**
 - 1. Discuss how family composition affects work decisions.
 - 2. Consider family planning methods most compatible with personal values.
- F. **Evaluate family situations that create stress.**
 - 1. Identify types of stress.
 - 2. Identify positive and negative effects of stress.
 - 3. State how employers are dealing with employee stress.
 - * 4. Investigate coping strategies for dealing with stress.

IV. Home and Family Skills Transferable to the Workplace

- A. **Evaluate Job Skills**
 - 1. Assess personal characteristics.
 - 2. Identify suitable jobs that utilize family member skills, aptitudes, and interests.
 - 3. Demonstrate knowledge of job seeking and keeping skills.
- B. **Investigate transferable job skills.**
 - 1. Identify home and family skills which can be applied to work.
 - 2. Identify skills gained through volunteer work which can be applied to paid work.
 - 3. Discuss how home and family skills can affect an employees performance on the job.
- C. **Management of income from work.**
 - 1. Establish personal needs/wants in relationship to work and family.
 - 2. Apply learned financial management principles.

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UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC: I. Interaction Between Family and Work****Competency: I.A. Identify family values, goals and priorities.**

Sub-competency	Suggested Learning Experiences	Resources
<u>I.A.1.</u> State the responsibilities of a leader/adult in establishing family goals and values.	Using case studies of 2 families, identify values, goals and priorities. Discuss how both families are different yet both are happy and content. Discuss the role of the adult/leader in establishing family values and goals.	<u>Ohio Guide</u> , WF 2.34, pp. 157-160.
<u>I.A.2.</u> Compare the relationship between family goals and individual goals.	Site examples of personal goals and family goals. Analyze compatibility of personal goals and family goals and the affect on each other.	<u>Ohio Guide</u> , WF 2.34, pp. 157-160.

Competency: I.B. Accept responsibility for personal commitment to work and family.

<u>I.B.1.</u> Recognize multiple responsibilities of wage earner and home-maker.	Develop a soap opera in which family members face situations that appear to be issues of commitment to work or family.	<u>Ohio Guide</u> , WF 2.32 pp. 149-150.
<u>I.B.2.</u> Identify ways to separate work and home responsibilities.	Divide into small groups and brain-storm ways to separate work and home responsibilities.	<u>Ohio Guide</u> , WF 2.32 pp. 149-151.
<u>I.B.3</u> Assess personal work ethic and relate to family and work.	Identify characteristics of the American work ethic. Discuss factors that influence the work ethic (family, environment and economic situations). Define "workaholic." Consider if students can be "workaholics." Read books, periodicals etc. related to work, the work ethic, workaholics, etc. Share and discuss.	<u>Ohio Guide</u> , WF 1.11, pp. 3-4. <u>Surkel, Studds, Work</u> <u>Williams, Tennessee E., Death of a Salesman</u> <u>Cunningham, Mary, Powerplay.</u> <u>Iacocca, Lee, Iacocca</u>

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC: I. Interaction Between Family and Work****Competency:** I.C. Explore ways to nurture family relations within the work-family structure.**Sub-competency Suggested Learning Experiences Resources****I.C.1**

Identify the adult role in fostering positive family relations.

Discuss what happens in families if no one takes responsibility for fostering positive relationships. Divide into small groups and develop bumper stickers that recognize and nurture families. (Ex. "Have you hugged your kid today?")

Henderson, Gail H, Dimensions of Life 1985, South-Western Publishing Co. ISBN 0-538-32500-3

I.C.2

Exhibit a knowledge of good communication techniques applicable to family situations.

Identify effective communication techniques. Role play stressful family situations which could be helped or alleviated through the use of effective communication among the members.

Dimensions of Life, Chap. 8, pp 147-153.

I.C.3.

Develop personal and family support systems.

Define a support system. Identify individuals who comprise the individual student support system. Describe personality traits of individuals who are supporters. Role play personal stressful situations which could be helped or alleviated by supporting, caring individuals.

Dimensions of Life, pp. 283-289.

Ohio Guide, WF 2.37, pp. 167-169.

Competency: I.D. Develop a workable work-family schedule.**I.D.1**

Coordinate individual schedules of family members.

Identify activities and events that need to be coordinated.

Ohio Guide, WF 2.33

I.D.2

Plan for shared responsibilities and flexibility in meeting family members' schedules.

Work in groups and devise written situations that cause typical scheduling concerns in students' lives. (Ex. Parent becomes ill; no one to drive to play practice, etc.)

Ohio Guide, WF 2.33, pp. 153-154.

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC: I. Interaction Between Family and Work****Competency:** I.D.2 Cont. Develop a workable work-family schedule.

Sub-competency	Suggested Learning Experiences	Resources
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I.D.3
Plan for shared
quality time for
family members.

*FHA: Using FHA developed Program of Work, devise possible scheduling conflicts between chapter activities and home life of members. Use flexibility to reach solutions.

Discuss quality versus quantity of time spent with family members.
Identify and then prioritize activities in terms of quantity of time spent, enjoyment gained, and benefit to others.

Dimensions of Life,
pp. 280-282

Ohio Guide, WF 2.3,
p. 153

Competency: I.E. Recognize the opportunity cost of work

I.E.1
State the cost
factors of employment.

Define opportunity cost and apply the definition to earning and gaining material goods and earning and gaining personally.
Interview an adult family member or other adult to learn of opportunity costs they have experienced.

Ohio Guide, WF 2.31,
pp. 145-147.

Ohio Guide, WF 2.31,
p. 145 and WF 1.23,
pp. 63-67.

I.E.2
State advantages and
disadvantages of work
outside the home or
full-time homemaker.

Interview males and females to identify the wage earners and full-time homemakers. Point out advantages and disadvantages of each way of life. In class share interview responses; utilize "value-line" approach with a clothesline and cards clipped on to identify student's values. Students work alone or with a partner to develop statements. Clip on clothesline at place they feel is appropriate. Other students, groups, can move cards if they disagree. This technique creates an excellent opportunity for continuing discussion if left up for several days or a week.

Yes _____ No

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE

**WF
ADULT LIVING**

TOPIC: I. Interaction between Family and Work.

Competency: I.E. Cont. Recognize the opportunity cost of work.

Sub-competency	Suggested Learning Experiences	Resources
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	Comments such as the following might be used: 1. You can be a good mother only if you are home when the children are. 2. Working outside the home provides personal satisfaction. 3. The only reason to work is to earn money!	
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UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC: II. Effects of Work on Family****Competency:** II.A. Discuss the influence of career on life style.**Sub-competency Suggested Learning Experiences Resources****II.A.1.**

State personal life style desired.

Write a "Personal Life Style" paper that includes:

- a. Life style you desire.
- b. How you arrived at this decision.
- c. Identify careers that would be conducive or provide the lifestyle you want.

Ohio Guide, WF 1.16, pp. 35-36.

II.A.2.

Identify careers that are consistent with desired life style.

Determine if job expectations are realistic by carefully evaluating skills, abilities, interests and expectations. Research career clusters that would provide personal lifestyle desired. Interview individuals in the career cluster to determine costs and advantages.

Ohio Guide, WF 1.17, pp. 37-40 and WF 1.18, pp. 41-46.

III.A.3.

Identify fringe benefits of work that affect the family.

Divide into 2 groups. One group represents the employer, the other group represents the employee. List benefits of wage earning in addition to salary. Rank order each list of benefits: What would be most important to you? To your family? What would be most beneficial to you? To your family?

Ohio Guide, WF 2.26, pp. 135-140.

II.A.4.

State relationship between short- and long-term goals in career choice.

State how you plan to achieve the lifestyle you desire. Identify both short and long-term goals.

Ohio Guide, WF 1.19, pp. 47-49.

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC: II. Effects of Work on Family****Competency:** II.B. Evaluate the effects of work-related stress on the family.

Sub-competency	Suggested Learning Experiences	Resources
<u>II.B.1.</u> Recognize work-related stressors.	Analyze list of given situations a. What do all of these situations have in common? b. Distinguish between positive and negative stress.	Ohio Guide, WF 2.24, p. 115.
<u>II.B.2.</u> Assess personal stress level.	Discuss: a. How do you react when you're under stress? b. React to given attitudinal statements that deal with the meaning of stress in work? c. What separates "work" from "play"? d. Brainstorm factors which permit/interfere in job functioning, creating stress in you, those around you and the society in which you live.	Ohio Guide, WF 2.24, p. 118.
<u>II.B.3</u> Identify effective strategies for coping with work-related stress.	FHA: Resource speaker: Talk about effective ways to handle all types of work-related stress.	Resource Speaker, Mental Health Dept. Psychologist, etc. Ohio Guide, WF 2.24, pp. 119-124.

Competency: II.C. Assess management techniques for coordinating work and the family.

<u>II.C.1.</u> Establish appropriate personal/family standards.	Review Chap. 13, "Balancing Work & Family" Listen to current records and analyze messages of lyrics. Discuss in terms of personal/family standards. Define what is meant by work "overload" (apply analogy of overloaded electrical circuit). Discuss how this would affect personal/family standards and responsibilities. Role play simulated situations for balancing work, needs, duties and roles.	<u>Dimensions of Life</u> Ohio Guide, WF 2.22, p. 106.
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UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC:** II. Effects of Work on Family**Competency:** II.C. Cont. Assess management techniques for coordinating work and the family.**Sub-competency Suggested Learning Experiences Resources****II.C.2.**

Accept leadership role in home management.

Define adults' leadership role in home management. Use mini-dramas to show different situations where adult has assumed leadership position or has not assumed the leadership position in home care and management. Discuss the effects of each.

Ohio Guide, WF 2.21,
pp. 101-104.**II.C.3.**

Develop plan for work-related travel.

Discuss family concerns that need to be addressed if an adult is employed in an occupation that requires travel. Devise an effective plan for scheduling family members' activities when an adult travels. Invite a panel of wage earners whose work requires travel occasionally, frequently and consistently to share methods and management techniques that they use to coordinate the travel with home/family responsibilities.

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC:** III. Effects of Family on Work**Competency:** III.A Assess impact of marital status on employment.**Sub-competency Suggested Learning Experiences Resources****III.A.1.**

State the effects of marital status on job performance.

Working in small groups, brainstorm effects of marital status on jobs. Show ideas by listing them on the board. Analyze specific job and list advantages and disadvantages of this type of job if you were married and if you were single (ex., traveling salesperson, shift worker, home based, 9-5, on-call job).

Ohio Guide, WF 2.11, pp. 83-84.

III.A.2.

Assess contributions vs. interference of marital status on work.

Develop a questionnaire to determine if marriage affects (1) women on the job, (2) men on the job. Interview married workers who held the same job before marriage, determine if marriage affects productivity.

Ohio Guide, WF 2.11, p. 83.

III.A.3.

Assess contributions vs. interference of work on marital status.

Develop a questionnaire to determine if work affects marriage. Interview married workers as to how home life has changed with the obtaining of a job. Compare results from the two questionnaires as to the affects of work, and the affects of marriage on a family. FHA activity: Collect, summarize and share data obtained from questionnaire.

Competency: III.B. Assess the impact of the family life cycle on work life.**III.B.1.**

State changing economic demands through the life cycle.

Using resources on family life cycle (readings, films, video tapes) find information regarding the following:

- Definition of each state in the family life cycle.
- Economic needs at each state of the family life cycle.
- Characteristics of the family at each state (include family member responsibilities).

Ohio Guide, WF 2.12, pp. 85-87.

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC: III. Effects of Family on Work****Competency:** III.B. cont. Assess the impact of the family life cycle on work life.**Sub-competency Suggested Learning Experiences Resources****III.B.2.**

Analyze the effects of family on work during various stages of the life cycle.

Read Chap. 13, "Employment-oriented Support Systems."
Write a paper on effects of work on present family life cycle, the effects 5 years, 10 years and 25 years from now. Interview or have a panel discussion of couples at three different stages of the family life cycle who are both working. Have each couple discuss the effects of the family on the job. Analyze to see if effects differ during various stages of the family life cycle.

Dimensions of Life,
pp. 285-289.

Ohio Guide, WF 2.12,
p. 85.

Competency: III.C. Assess the impact of family roles upon work.**III.C.1.**

Identify the expectations of individuals in family roles.

Make a collage of "people at work." When completed, answer the following questions:
a. How many depict what we consider traditional tasks?
b. How many depict what we consider non-traditional roles?
c. What does their appearance tell about their acceptance of the role?

Ohio Guide, WF 2.13,
pp. 89-90.

III.C.2.

Explain how culture influences role expectations.

Discuss how choosing to follow non-traditional personal family roles could create job conflict, e.g., acceptance of colleagues, personal concern about what others think; striving too hard to please. Listen to a guest speaker in a non-traditional job tell some of the difficulties encountered because of the career they have chosen.
Role play job situations that are not traditional. Ex. Female boss asks you to pick up her children at nursery school.

Ohio Guide, WF 2.13,
pp. 89-90.

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC: III. Effects of Family on Work****Competency:** III.D. Investigate parenting concerns in relation to the workplace.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.D.1</u> Analyze compatibility of personal career goals and parenting goals.	List personal career goals and parenting goals, then compare to see if they are compatible. Read Chap. 13, "Managing Time," and discuss.	Ohio Guide, WF 2.14 pp. 91-92 and WF 2.15, pp. 93-94. <u>Dimensions of Life</u> , pp. 279-283.
<u>III.D.2</u> Explore child care options for working parents.	Through use of a questionnaire and interview investigate type of child care being utilized by working parents in your community and what parents look for in selecting child care. FHA Activity: Make a booklet which identifies types of child care available, qualifications of child care personnel and costs.	
<u>III.D.3</u> Identify shared responsibilities in parenting.	In groups list parenting responsibilities that can be shared. As a class, develop a comprehensive list. FHA: Present program to PTA/PTO based on results of shared responsibilities.	

Competency: III.E. Assess impact of family composition upon work.

<u>III.E.1</u> Discuss how family composition affects work decisions.	Discuss role of family planning in achieving desired life style. Listen to a panel of employed parents discuss how spacing of children affected their employment.	Ohio Guide, WF 2.15, p. 93
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UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC:** III. cont. Effects of Family on Work**Competency:** III.F. Evaluate family situations that create stress.

Sub-competency	Suggested Learning Experiences	Resources
III.F.1. Identify types of stress.	Review "Family Stress Management." Identify types of stress and their effect on behavior. Brainstorm to identify types of chronic stress which could influence performance on the job. Brainstorm to identify types of acute stress which could influence job performance. Discuss family situations that create individual stress and the impact of that stress on work.	<u>Dimensions of Life</u> , pp. 153-168. <u>Ohio Guide</u> , WF 2.17, pp. 97-99.
III.F.2. Identify positive and negative effects of stress.	List on the board positive and negative effects of stress.	<u>Ohio Guide</u> , WF 2.17, p. 97.
III.F.3. State how employers are dealing with employee stress.	Listen to a guest speaker talk about stress on the job and how companies are helping employees deal with this stress.	Personnel Manager of a company or corporation or a health/fitness center person.
III.F.4. Investigate coping strategies for dealing with stress.	List ways of dealing with stress. Ex. Talk about problem, express anger, work off steam, time to relax. Do a relaxing activity.	Chamberlain and Eubanks, <u>Personal Skills for Home, School and Work</u> , 1984, Bennett Pub ISBN 0-02-665360-5. Chap. 5, pp. 70-74 Activities 1, 2 or 3, pp. 71-72.

UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC:** IV. Home and Family Skills Transferable to the Workplace.**Competency:** IV.A. Evaluate Job Skills

Sub-competency	Suggested Learning Experiences	Resources
IV.A.1. Assess personal characteristics.	Make a personal Johari window of self. List personal strengths and weaknesses.	Daggett, Willard R. <u>The Dynamics of Work</u> , 1985, South-Western Pub. Co., ISBN 0-5380078580.
IV.A.2. Identify suitable jobs that utilize family member skills, attitudes and interests.	Inventory family member skills, aptitudes and interests. Brainstorm types of work that would match family characteristics.	
IV.A.3. Demonstrate knowledge of job seeking and keeping skills.	Discuss ways employers get information about applicants. Demonstrate proper use of writing skills when preparing a resume and filling in a job application. Discuss in class the characteristics one must have to be a good employee. FHA Activity: Ask a resource speaker to talk about skills needed to be a good employee.	Ohio Guide, WF 1.15, pp. 17-34. Personal Skills, pp. 144-148 Personnel manager or employer. <u>Idaho Personal and Career Development Competencies.</u>

Competency: IV.B. Investigate transferable job skills.

IV.B.1. Identify home and family skills which can be applied to work.	In small groups brainstorm to identify home/family skills which can be applied to work. List on a large piece of paper. In small groups brainstorm to identify skills gained through volunteer work which can be applied to paid work. List on another large piece of paper. Discuss the similarities, differences and how these skills can augment performance on the job.	
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UNIT: COORDINATING WORK LIFE AND FAMILY LIFE**WF
ADULT LIVING****TOPIC: IV. Home and Family Skills Transferable to the Workplace.****Competency:** IV.B. cont. Investigate transferable job skills.**Sub-competency****Suggested Learning Experiences****Resources**IV.B.1. cont.

Identify home and family skills which can be applied to work.

In groups of 5 sit in a circle with a specific job pinned onto the back of one student. The student will try to guess what the job is by asking other members of the group, "What skills do I already have which could apply to this job?" This is the only question that can be asked.

IV.B.2.

Identify skills gained through volunteer work which can be applied to paid work.

Identify types of volunteer work responsibilities available in the community.
List personal skills which would be utilized for volunteer work and later applied to paid work.

United Way, United Campaign, service clubs, hospitals, etc.

IV.B.3.

Discuss how home and family skills can affect an employee's performance on the job.

Use the case study of the young man found on page 274, Dimensions of Living. Determine what skills he had learned at home. Write a similar type personal case study and point out what skills learned at home were transferable to work.

Dimensions of Life, p. 274.

Competency: IV.C. Management of income from work.IV.C.1.

Establish personal needs/wants in relationship to work and family.

Develop 2 lists.
1. Personal wants in relationship to family.
2. Personal needs in regard to work.
Share list with other class members.
Identify similarities and differences.

Ohio Guide, WF 1.21, pp. 53-57; WF 1.25, pp. 73-75; WF 1.26, pp. 77-82.

IV.C.2.

Apply learned financial management principles.

Use personal list developed above to plan spending.
Try this plan for a period long enough to determine its value.

NURTURING HUMAN DEVELOPMENT

Rationale: Success in the workplace, home, and society depends on individual's ability to communicate and to interact with people. Students are encouraged to think beyond self, and to consider how their actions af family and others in society. Through this curriculum young men and wome are lead to question: What decisions should I make regarding my pers relationships? What are the options available to me as I make major decisions?

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- strengthen his/her self identity.
- understand the interrelationship of family members.
- discuss common family situations.
- recognize the influence of peer/friend pressure.
- understand the family lifestyle.
- make decisions regarding friends and boy/girl relationships.
- utilize babysitting skills for personal income.
- state the relationship between family members and work/family interaction.
- identify skills that can be transferred to human development/services careers.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- assess self identity in relationship to personal goals and values.
- identify changes within the family unit over time.
- discuss family alternatives in dealing with conflicts and crises.
- make decisions regarding relationships with others.
- evaluate lifestyle options for self.
- make decisions regarding parenting.
- nurture the development of individuals in a manner that supports positive interaction between work and family.
- explore careers in human development/services.

ADULT LIVING OUTLINE

for

NURTURING HUMAN DEVELOPMENT

I. Self Formation

- *A. Develop an understanding of self as an emerging leader.
 1. Clarify values.
 2. Participate in decision making.
 3. Set goals as an adult.
- *B. Identify ways of building self concept.
 1. Recognize factors affecting self concept.
 2. Evaluate the influence of self concept on future goals.
 3. Identify steps in building a positive self image.

II. Interpersonal Relationships.

- A. Improve relationships with others outside the family.
 1. Describe various ways of establishing friendships.
- * 2. Explain how communication/listening skills affect relationships.
- 3. Demonstrate concern for the well being of others.
- B. Assess factors affecting lifestyle choices.
 1. Recognize impact of educational choices on lifestyle.
 2. Compare the effects of career choices on lifestyles.
 3. Analyze personal lifestyle options.

III. Family Relationships

- *A. Improve relationships within the family as an emerging leader.
 1. Demonstrate appropriate communication techniques for different family situations.
 2. Discuss the growing responsibilities of the young adult in family relationships.
- B. Discuss ways to cope with changes in the family unit.
 1. Identify changes in family life.
 2. Suggest guidelines for aiding family members to adjust to change.
- C. Identify sources of conflict in the family.
 1. Address sources of conflict in the family.
 - * 2. Discuss management of time, money, and choice of activities in combination with work.
- D. Recognize maturity needed for long-term relationships.
 1. Identify areas of readiness to consider.
 - * 2. Determine the importance of commitment and responsibility to marriage.
 3. Investigate the traditions related to marriage.

IV. Parenting**A. Assess self as a parent.**

- * 1. Identify considerations for readiness in parenting.
- 2. Recognize the importance of family planning.

B. Identify concerns regarding welfare of children.

- 1. Identify factors related to prenatal care, labor, and delivery.
- 2. Discuss developmental needs of children.
- 3. Discuss costs related to child rearing.

V. Human Development Careers**A. Investigate alternative human development/services careers.**

- 1. Identify qualifications needed for different careers in the human development/service area.
- 2. Explore the advantages and disadvantages of a specific human development/service career.

B. Investigate transferable job skills

- 1. Identify human development related skills that can be applied to work.
- 2. Identify work skills that can be applied to the home.

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UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC:** I. Self Formation**Competency:** I.A. Develop an understanding of self as an emerging leader.

Sub-competency	Suggested Learning Experiences	Resources
I.A.1. Clarify values.	Use case studies to identify values. Define values and identify personal values. Play "Values Auction". Read "Miracle Worker" (experts who can "make-over" imagined faults), and discuss.	Ohio Guide, HD 1.13e pp. 14-15 Family Life, Vol 1 p. IV-31 and IV-38 Family Life, Vol 1 pp. IV.7-10 and p. IV-26
I.A.2. Participate in decision making.	Discuss quote, "Not to Decide is to Decide". Read "The Facts of Life". Draw summary generalizations for each question. Do "Choice of Life Style--Values". Write "Dear Abby" letter on common "Teen Concerns" and discuss. Complete "Decision-Making" rating sheet. Use decision-making process for "Lifestyle Simulations". FHA: Panel discussion on teen issues for parents and community.	Ohio Guide, HD 1.34 pp. 72, 76-82 Family Life, Vol 1 p. 24 Ohio Guide, HD 1.34 pp. 72-75
I.A.3. Set goals as an adult.	Read "Setting the Guideposts". Discuss long-term and short-term goals. Identify personal long-term goals and short-term goals.	Family Life, Vol 1 p. V-9

UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC: I. Self Formation****Competency:** I.B. Identify ways of building self concept.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.B.1.</u> Recognize factors affecting self concept.	Complete "Self Description" test. Fill in "Self Esteem Inventory".	Family Life, Vol 1 pp. VII, 12-13 Family Life, Vol 1 p. VII, 35-36
<u>I.B.2.</u> Evaluate the influence of self concept on future goals.	Read "Inferiority Feelings and Their Effects". Read aloud "IALAC" and discuss in small groups.	Family Life, Vol 1 pp. VII 39-41 Family Life, Vol 1 p. VII 43
<u>I.B.3.</u> Identify steps in building a positive self image.	Read "A Mind Sticker" and discuss. Complete "Search of Self Quest Activities". FHA: Invite professional counselor/social worker to discuss importance of a positive self-image and the relationship to future goals.	Family Life, Vol 1 pp. VII, 69-71 Family Life, Vol 1 pp. VII, 73-74

UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC: II. Interpersonal Relationships****Competency: II.A Improve relationships with others outside the family.**

Sub-competency	Suggested Learning Experiences	Resources
II.A.1. Describe various ways of establishing friendships.	List characteristics of a "true" friend. Rate as to importance. Discuss and compare with the class. Fill in "Friendship Survey" and evaluate. In small groups develop definition of a "friend", "best friend", "acquaintance", and "peer group". Find poems or short stories about friendship. Share as a class. Brainstorm ways of establishing friendships as you move into new adult situations.	Family Life, Vol 1 pp. II, 25-28 Ohio Guide, HD 2.11e p. 101
II.A.2. Explain how communication/listening skills affect relationships.	Read "Aids to Communications". Research body language signals that give positive and negative messages. Apply this to peer relationships, employer/employee relationships, etc.	Family Life, Vol 1 pp. II, 25-28
II.A.3. Demonstrate concern for the well being of others.	Read aloud "Sticks & Stones" (about pecking order). Discuss. FHA: Visit an elderly care facility and volunteer to read to, write letters for, or talk with the elderly persons.	Family Life, Vol 1 pp. II, 12-15a

UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC:** II. Interpersonal Relationships**Competency:** II.B. Assess factors affecting lifestyle choices.

Sub-competency	Suggested Learning Experiences	Resources
II.B.1. Recognize factors affecting self concept.	Research information on life span education. Interview recent graduates and dropouts. Record number who have taken post-high school training. Classify according to life skills, training for a job or career, self-improvement and hobby. Do case studies "Teens Sound Off" FHA: Identify adult or continuing education classes offered in community or surrounding area. Discuss opportunities. FHA: Interview individuals in a variety of jobs and careers. Ask questions regarding their education choices and background.	Ohio Guide, HD 1.32e pp. 65-66 Ohio Guide, HD 1.13e p. 18 Ohio Guide, HD 1.32 p. 66
II.B.2. Compare the effects of career choices on lifestyles.	Discuss informally how career choice affects life style. Complete "Lifestyles" questionnaire. Read Chapter 14, "Making Occupational and Career Decisions".	Ohio Guide, HD 3.41 pp. 278-279 Dimensions of Life pp. 291-305
II.B.3. Analyze personal lifestyle options.	What do you see yourself doing in the next five years? Where will you be living? What income will you need to do this? Research different lifestyle options (single, live with parents, live with group, married, etc.).	Ohio Guide, HD 2.34 pp. 71-75

UNIT: NURTURING HUMAN DEVELOPMENT

**HD
ADULT LIVING**

TOPIC: II. Interpersonal Relationships

Competency: II.B...cont...Assess factors affecting lifestyle choices.

Sub-competency	Suggested Learning Experiences	Resources
II.B.3..cont.. Analyze personal lifestyle options.	Discuss influence of various jobs/careers on lifestyle. Discuss influence of outside situations on selection of a personal lifestyle. Use decision-making process for lifestyle situation.	Ohio Guide, HD 1.34 pp. 71-72 Ohio Guide, HD 1.34 pp. 73-75

UNIT: NURTURING HUMAN DEVELOPMENT

**HD
ADULT LIVING**

TOPIC: III. Family Relationships

Competency: III.A. Improve relationships within the family as an emerging leader.

Sub-competency	Suggested Learning Experiences	Resources
III.A.1. Demonstrate appropriate communication techniques for family situations.	Identify alternative ways of communicating. Dramatize "Pieces of Conversation" using examples. Read "The <u>I</u> Message" for background material. Use resources to discover how communication is inhibited by such things as prejudice, put-downs, blaming, making excuses, use of power, and a poor self concept. In small groups discuss how communication inhibitors are used by you, your friends and others.	Ohio Guide, HD 3.17e p. 183 Family Life, Vol 1 p. VIII, 32-34 Ohio Guide, HD 3.17e p. 183
III.A.2. Discuss the growing responsibility of the young adult in family relationships.	Do "Family Decision Making" form on sample family problems. Complete "Quest Exercise" on improving relationships at home. Do activities "Interview Form" and "Action Plan for Constructive Communication". Fill in "Goal Interference". (How to improve relationships in family.)	Family Life, Vol 1 p. VIII-65 Family Life, Vol 1 p. VI-26 Family Life, Vol 1 pp. VIII 61-64 Family Life, Vol 1 p. V-19

UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC: III. Family Relationships****Competency:** III.B. Discuss ways to cope with changes in the family unit.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.B.1.</u> Identify changes in family life.	Read Chapter 9, Dealing with Issues of the Expanding Family". Discuss changes common in today's families (new family members, aging, life cycle, blended families) Discuss stressful situations. Read "You and Stress", and take the stress test. FHA: Interview senior citizens on changes they have seen in families over their lifetime.	<u>Dimensions of Life</u> Ch. 9, pp. 174-197 <u>Ohio Guide</u>, HD 1.19 pp. 43-48
<u>III.B.2.</u> Suggest guidelines for aiding family members to adjust to change.	Discuss effective ways to adjust to different changes that can occur in families. Research current statistics for step families. List terms dealing with step family. Identify common myths or stereotypes associated with step parents. Imagine your situation as it is at the present time. List potential areas of change/conflict if you were asked to suddenly share the situation with new children of the same age, a new parent, etc. Discuss benefits of step families. Research information on extended families. Conduct panel discussion of extended family households. In small groups use case studies for a variety of situations involving extended families. Discuss. Research information on single parent families. List problems that may occur from legal child custody settlements.	<u>Ohio Guide</u>, HD 3.12 p. 163 <u>Ohio Guide</u>, HD 4.46 pp. 419-422 <u>Ohio Guide</u>, HD 4.46 p. 419 <u>Ohio Guide</u>, HD 4.45 p. 417 <u>Ohio Guide</u>, HD 5.51 p. 433

UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC: III. Family Relationships****Competency:** III.B...cont...Discuss ways to cope with changes in the family unit.

Sub-competency	Suggested Learning Experiences	Resources
III.B.2..cont., Suggest guidelines for aiding family members to adjust to change.	Discuss pre-test on "What Do You Know About Aging?" Read and discuss "What a Grandparent Is". Write personal reflections about a grandparent/elderly person that has had an influence on his/her life. Read information on aging and dealing with contracting families.	Family Life, Vol II p. XV 11 Family Life, Vol II p. XV 21 Dimensions of Life Chapter 11

Competency: III.C. Identify sources of conflict in the family.

III.C.1. Address sources of conflict in the family.	List on the board <u>controllable</u> and <u>uncontrollable</u> conflict/crisis in the family (divorce, mental illness, substance abuse, suicide, etc.) Research and discuss questions similar to the following. a. Is conflict in a family damaging to the relationship and/or the children? b. Can a solution to a problem be found if the conflicting feelings are not identified? c. Do conflicts multiply if no attempt is made to solve them? d. Do people grow as they are able to resolve conflicts? Do "Constructive vs. Destructive Quarreling". Discuss. Identify the techniques used to handle conflict in a variety of situations. Do "Conflict Situations". Use the decision making process to resolve situations. Discuss the effects for all people involved if each of the actions were taken.	Ohio Guide, HD 3.18 p 189 Ohio Guide, HD 3.18 pp. 189 and 192 Ohio Guide, HD 3.18 p. 190 Ohio Guide, HD 3.18 pp. 191 and 193
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UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC: III. Family Relationship****Competency:** III.C...cont...Identify sources of conflict in the family.

Sub-competency	Suggested Learning Experiences	Resources
II.C.2. Discuss management of time, money, and choice of activities in combination with work.	Fill in sheet and discuss "How Do You Use Leisure?" In small groups analyze values related to use of leisure time using case studies. Do chart "Making Your Time Count". Read Chapter 13, "Balancing Work and Family," and discuss.	<u>Family Life</u> , Vol II p. XVI-8 <u>Ohio Guide</u> , HD 1.33 p. 69 <u>Family Living</u> , Vol II p. IVI-2 <u>Dimensions of Life</u> pp. 266-289

Competency: III.D. Recognize maturity needed for long-term relationships.

III.D.1. Identify areas of readiness to consider.	Brainstorm qualities that provide an indication of readiness for enduring partnerships. Complete "Readiness for Commitment Survey". List on the board qualities both men and women look for in an ideal mate/companion. Interview 10 people, "Why did you select him/her?" Discuss results of interviews in class Complete the following sentences. --If at age 18, I marry, my life will probably be....because... --If at age 18, I don't marry, my life will probably....because.... --Repeat substituting age 30 for age 18.	<u>Ohio Guide</u> , HD 3.41 p. 274 <u>Ohio Guide</u> , HD 3.42 p. 277
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UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC:** III. Family Relationships**Competency:** III.D...cont...Recognize maturity needed for long-term relationships.**Sub-competency Suggested Learning Experiences Resources****IV.D.2.**

Determine the importance of commitment and responsibility to marriage.

Use checklists "Husband/Wife Chores Inventory", and Male/Female Roles Questionnaire to identify role expectations for males and females. How can couples deal with different role expectations?

Ohio Guide, HD 3.41
pp. 280-283

Discuss outline "Points of Discussion with Future Mate".

Family Life, Vol I
pp. XI 41-43

Read for background information, "Nine Areas for Potential Problems in Marriage".

Family Life, Vol I
pp. XI 39-40

Using resources make a list of danger signals in a relationship. See "Danger Signals In A Relationship".

Ohio Guide, HD 3.42
pp. 286 and 289

Read "Engagement". Investigate functions to be accomplished during engagement.

Ohio Guide, HD 3.42
p. 286

Do "Commitment Checklist". Discuss.

Family Life, Vol II
p. I 41

Identify questions related to career goals, money, children, relationships which must be candidly dealt with before a commitment to marriage.

Ohio Guide, HD 3.41
p. 275

FHA: Develop a panel with representatives of different categories of acquaintance prior to marriage. Discuss relationship between length of acquaintance with success of marriage.

III.D.3.

Investigate the traditions related to marriage.

Discuss "Ceremonies" and "Wedding Customs"

Two Called Together
A Marriage Workbook
Loyola Press, pp. 74-80
pp. 81-84

UNIT: NURTURING HUMAN DEVELOPMENT

**HD
ADULT LIVING**

TOPIC: III. Family Relationships

Competency: III.D...cont...Recognize maturity needed for long-term relationships.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.D.3...cont...</u> Investigate the traditions related to marriage.	As a class, list alternatives to traditional marriage on the board (open, contract, mixed, trial, childless, ready-made family). Each small group select one and research. Share report with class. Identify alternatives which you would/could select for yourself. In small groups, choose one type of wedding and plan the wedding on paper. Do out-of-school research as needed.	Ohio Guide, HD 3.42 pp. 285-286 Ohio Guide, HD 3.42 p. 287

UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC: IV. Parenting****Competency:** IV.A. Assess self as a parent.

Sub-competency	Suggested Learning Experiences	Resources
IV.A.1. Identify considerations for readiness in parenting.	Complete "Child-Rearing Role Questionnaire". Complete questionnaire "What Do I expect to Gain From The Parenting Experience?". Interview at least 5 parents (other than own), using a variety of questions (what do you like best, least, etc.). Complete "How Do You Feel About Being A Parent?" Summarize your feelings and attitudes toward children. Discuss reasons for deciding to, or not to, be a parent. Using resources, determine the level of physical, emotional, and psychological maturity necessary for parenthood. Consider age, health, state of nutrition, wanting the child, willingness to do what is best for the child as well as yourself. Write a personal reaction paper regarding your capabilities of being a parent and acceptance of the responsibilities of parenthood.	Ohio Guide, HD 4.11 pp. 305-308 Family Life, Vol II p. VI 15 Ohio Guide, HD 4.11 p. 305 Ohio Guide, HD 4.14 pp. 317, 319-321 Ohio Guide, HD 4. p. 316 Ohio Guide, HD 4.14 p. 317
IV.A.2. Recognize the importance of family planning.	Do "Family Attitude Test". Collect and save for end of unit. Research and discuss options for parenthood. Invite Health and Welfare personnel to speak on family planning. Do "Family Attitude Test" again and compare with the results from first time.	Ohio Guide, HD 4.15 pp. 323, 326-327 ID/Adult Living, WF III D.1., III.D.3, and III.E.2.

UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC: IV. Parenting****Competency: IV.B. Identify concerns regarding welfare of children.**

Sub-competency	Suggested Learning Experiences	Resources
IV.B.1. Identify factors related to prenatal care, labor, and delivery.	Take "Pre-Natal Development Pre-Test". Discuss myths related to conception and pregnancy. In small groups, research the effects of the following factors on the developing fetus and the mother: poor diet, alcohol, drugs, smoking, VD, German measles. FHA: Arrange field trip to nearby hospital to observe delivery room/birthing room. Listen to a nurse or doctor talk about the labor and delivery process.	Ohio Guide, 4.26 p. 361 Ohio Guide, 4.21e p. 333 March of Dimes Film, <u>If You Want To Dance</u>
IV.B.2. Discuss developmental needs of children.	Research and identify the physical, social, emotional, and intellectual needs of infants and toddlers that must be met. Complete "How Do Children/Toddlers Grow?". What factors affect how parents meet the needs of children, including those with special needs. Research local organizations that aid parents and children including children with special needs. Use discussion guide, "Society/Child Care Outside the Home". FHA: Visit child care centers in community and compile information for parents to use as guidelines in choosing child care.	Ohio Guide, HD 4.22e pp. 335-338 HD 4.23e, pp. 339-345 Ohio Guide, HD 4.23e p. 347 Ohio Guide, HD 4.22e p. 338 Ohio Guide, 4.23e pp. 439-440 <u>ID/Adult Living</u> <u>WF III.D.2.</u>

UNIT: NURTURING HUMAN DEVELOPMENT

**HD
ADULT LIVING**

TOPIC: IV. Parenting

Competency: IV.B...cont...Identify concerns regarding welfare of children.

Sub-competency	Suggested Learning Experiences	Resources
IV.B.3. Discuss costs related to child rearing.	Obtain information from a doctor and hospital regarding the cost of childbirth. Visit a drugstore, department store, furniture store, grocery store, etc. to determine cost of items needed to "Welcome Baby" home. Use the Cost of Living Index and related information to estimate costs: medical, food, furniture, play items, day care, babysitting, clothing, and educating a child to age 18. In small groups research the costs of raising a child for a specific age level: birth and pre-natal, infant, young child, school age and high school age. Brainstorm alternative ways of meeting the costs. Discuss values identified by alternatives.	Ohio Guide, HD 4.12 p. 309 Ohio Guide, HD 4.12 pp. 309-310

UNIT: NURTURING HUMAN DEVELOPMENT**HD
ADULT LIVING****TOPIC:** V. Human Development Careers**Competency:** V.A. Investigate alternative human development/services careers.

Sub-competency	Suggested Learning Experiences	Resources
V.A.1. Identify qualifications needed for different careers in the human development/service area.	Review job descriptions for a variety of human development/services careers.	Occupational Outlook Handbook, Idaho Career Information System, Job Service, etc.
V.A.2. Explore the advantages and disadvantages of a specific human development/service career.	Compare individual interest, values, skills and abilities, and job preferences with researched information on human development/service careers.	Dimensions of Life pp 293-300

Competency: V.B. Investigate transferable job skills.

V.B.2. Identify human development related skills that can be applied to work.	Discuss human development related skills learned in this course that can be applied to work.	
V.B.3. Identify work skills that can be applied to the home.	Discuss human development/services career skills that could be applied to a home/family situation to improve relationships. Read and discuss "Considering Family Factors".	Dimensions of Life pp. 300-302

ECONOMICS AND MANAGING RESOURCES

Rationale: Economic challenges for individuals and families in today's society are continually increasing in numbers and complexity. Skills and knowledge for economic decision making are needed daily as individuals and families strive to meet financial obligations and personal and family goals. Participation of family members in decision making regarding family finances and economic security can serve to strengthen family relationships as individuals see the interrelatedness of their choices and activities to the good of the family.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- understand how his/her role fits into the family finances.
- develop appropriate spending habits using his/her personal funds.
- make decisions regarding utilization of available resources.
- state the relationship between the management of resources and positive interaction between work life and family life.
- identify skills that can be transferred to industry-related careers.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- identify present and future personal and family economic goals.
- utilize various economic resources to reach identified goals.
- utilize an earning/spending/saving plan.
- select appropriate financial services and programs.
- make wise shopping decisions.
- plan for and manage resources recognizing their interrelatedness to work life and family life.
- explore resource industry careers.

ADULT LIVING OUTLINE

for

ECONOMICS AND MANAGING RESOURCES**I. The Interrelationship of Values, Goals, and Decision Making Upon Managing Economic Resources.**

- *A. Recognize the need for establishing economic values and goals.**
 - 1. Define and clarify personal financial values.
 - 2. Define and identify personal short- and long-term financial goals.
- *B. Use the decision-making process in determining economic choices.**
 - 1. Outline the decision-making process.
 - 2. Compare needs and wants considering physical, psychological, emotional, and economical factors.

II. Means of Obtaining Economic Goals

- A. Recognize resources as a means of obtaining income.**
 - 1. Identify available resources.
 - 2. Identify work as a valuable means of obtaining personal and family goals.
 - 3. Recognize that management of resources affects work life and family life.
- *B. Analyze the need and means of saving and investing.**
 - 1. Identify reasons for saving.
 - 2. Identify guidelines for saving money.
 - 3. Explore the variety of savings institutions.
 - 4. Consider factors for choosing savings and investing programs.
- *C. Evaluate spending plans.**
 - 1. Identify types of spending plans.
 - 2. Recognize pressures and problems that cause deviation from a spending plan.
 - 3. Discuss factors that promote budget success.
 - 4. Develop a goal-oriented spending plan.
- *D. Wise credit use.**
 - 1. Discuss the role of credit.
 - 2. Define types of credit.
 - 3. Identify ways to shop for credit.
 - 4. Describe steps involved in obtaining credit.
 - 5. List places to obtain credit.
 - 6. Compare the use of cash versus credit.
- E. Establish a checking account.**
 - 1. Identify financial institutions that offer checking accounts.
 - 2. Demonstrate ability to fill out a check, a check registry, and endorse a check.
 - *** 3. Demonstrate ability to balance a check book.

- F. Recognize consumer rights and responsibilities.**
 - 1. Discuss the function of labels and warranties.
 - 2. Identify consumer protection agencies.
 - 3. Demonstrate the proper way to file a consumer complaint.
- G. Assess individual/family insurance needs.**
 - 1. Identify individual/family insurance needs.
 - * 2. Evaluate types of insurance available to meet individual/family needs.
- H. Acknowledge the need for individual/family estate planning.**
 - 1. Analyze the benefits of estate planning.
 - 2. Discuss how wills are integrated into estate planning.

III. Related Careers

- A. Investigate alternative resource industry careers.**
 - 1. Identify qualifications needed for different careers in the resource industry area.
 - 2. Explore the advantages and disadvantages of a specific resource industry career.
- B. Investigate transferable job skills**
 - 1. Identify resource-related skills that can be applied to work.
 - 2. Identify work skills that can be applied to the home.

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UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC:** I. The Interrelationship of Values, Goals, and Decision Making Upon Managing Economic Resources.**Competency:** I.A. Recognize the need for establishing economic values and goals.

Sub-competency	Suggested Learning Experiences	Resources
I.A.1. Define and clarify personal financial values.	Complete pre-test on personal values. Read case study and discuss values. Do "What Are Your Finance Related Attitudes?" Discuss how values are reflected in each statement. Discuss how values might change with different situations. List current value and indicating what might be listed 5 years, 10 years from now. Discuss why values change. As quickly as you can list 20 things in life which you really, really love to do. Code as suggested. Evaluate responses. Consider changes.	Utah-Granite Guide Family Life Curriculum Guide, Consumer and Home Economics, Vol I and II, Salt Lake City, Utah 84115 FL Vol II, p. III-9 Utah-Granite, Family Life, Vol II p. III-11 Ohio Guide, EM 1.23 p. 70 Utah -Granite, Family Life, Vol II p. III-15 Ohio Guide, EM 1.23 pp. 70-71
I.A.2. Define and identify personal short- and long-term financial goals.	What are goals? --Long-term? --Short-term? --Why are goals important? --How do goals change throughout ones lifetime? --Why do goals often conflict? Discuss the value of of long term goals and financial planning. Read "Goals". Select or write four phrases to complete this sentence. "Financial security is..."	Ohio Guide, EM 1.11e p. 5 Ohio Guide, EM 2.12e p. 84 Utah-Granite, Family Life, Vol II, p. III1017 Ohio Guide, EM 2.11e p. 75

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC:** I. The Interrelationship of Values, Goals, and Decision Making Upon Managing Economic Resources.**Competency:** I.B. Use the decision-making process in determining economic choices.

Sub-competency	Suggested Learning Experiences	Resources
I.B.1. Outline the decision-making process.	Using chalkboard brainstorm the decision making process. Help students arrive at this five phase process. --Identify goal (problem). --List alternatives, choices. --Weigh plus and minus of each alternative. --Make a choice, decide. --Evaluate results. Build a tinker toy structure demonstrating the decision-making process. Identify a personal problem related to purchase or economic goal and work through the decision making process.	Utah-Granite, <u>Family Life</u> , Vol II p. III-17 Oklahoma Guide, <u>Family Living</u> , 37-B Utah-Granite, <u>Family Life</u> , Vol II p. VI-21 Utah-Granite, <u>Family Life</u> , Vol II p. VI-23
I.B.2. Compare needs and wants considering physical, psychological, emotional, and economical factors.	Using list of alternatives provided to students, decide which choice best reflects their personal values. Using resources define needs vs. wants. Using a catalog, students select items they would purchase if given a \$1000.00 gift. When finished indicate which items are needs and which are wants. Shop again in catalog using own \$1000.00. Compare two shopping lists (gift and own money). Discuss reasons for differences.	Oklahoma Guide, <u>Consumer Education</u> , Stillwater, OK 74074 Ohio Guide, EM 1.23 p. 69

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC: II. Means of Obtaining Economic Goals****Competency: II.A. Recognize resources as a means of obtaining income.**

Sub-competency	Suggested Learning Experiences	Resources
II.A.1. Identify available resources.	Identify the three types of productive resources. (Natural, human, capital) List products and match to type of resource. In pairs, have students make list of available resources. After given time limits, compile master list on board from all groups (time, money, energy, education, skills, aptitude, family, friends). Read "Green River Blues" and respond to thought questions.	Ohio Guide, Em 1.21 p. 63 Ohio Guide, EM 1.21 pp. 63, 65-66
II.A.2. Identify work as a valuable means of obtaining personal and family goals.	Discuss work as means of gaining personal and family goals. Identify alternatives. Do a roundtable discussion, "If you could get a job right now, how much money would you earn? Is this a job you would like the rest of your life? What would you need to get a better paying job? What would you need to get a job you would like better.	Ryan, Joan, <u>Managing Your Personal Finances</u> , South-Western Pub. ISBN 0-538-08030-2 Ohio-Guide, EM 2.11e p. 75
II.A.3. Recognize that management of resources affects work life and family life.	Discuss and give examples of how good and poor management of time, energy and money affects work life and family life. (ex., living within one's income and its affect on family life and work life)	

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC: II. Means of Obtaining Economic Goals****Competency: II.B. Analyze the need and means of saving and investing.**

Sub-competency	Suggested Learning Experiences	Resources
II.B.1. Identify reasons for saving.	Discuss reasons for savings, (expensive purchases, large reoccurring expenses (car) retirement, college, vacation, misc. treats. Discuss the need for saving 3 months income for unforeseen needs. Discuss alternatives for reaching the above needs (or outcomes for failing to save).	Oklahoma Guide, p. 10-11A
	Discuss the role of savings in financial planning.	Ohio Guide, EM 2.14e p. 119
II.B.2. Identify guidelines for saving money.	Compile a list of savings guidelines, (start now, deposit on pay day, etc.).	Oklahoma Guide pp. 11-12A
	Develop a savings plan.	Oklahoma Guide pp. 31-32A
	Develop a wall chart listing the advantages and disadvantages of the various saving program options.	Ohio Guide, EM 2.14e p. 120
II.B.3. Explore the variety of savings institutions.	Compile a list of financial institutions offering savings plans, identifying pros and cons of each: Commercial Bank Savings and Loan Credit Union Xmas and travel club with bank	Oklahoma Guide pp. 33-34A Ohio Guide, EM 2.14e p. 121
II.B.4. Consider factors for choosing savings and investing programs.	Compare pros and cons of various saving/investing programs to determine which best meets personal needs, (FDIC, liquidity, convenience, high yield/high risk, lower yield/lower risk).	
	Compare the present annual rate of inflation against potential yield on savings.	
	Use case studies for calculating interest on a savings plan.	Ohio Guide, EM 2.14 Pp. 124,125,127,134

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC: II. Means of Obtaining Economic Goals****Competency: II.C. Evaluate spending plans.**

Sub-competency	Suggested Learning Experiences	Resources
II.C.1. Identify types of spending plans.	Complete the "Self-Test on Personal Spending Habits". Write a paragraph evaluating your strengths and weaknesses. Discuss benefits of various spending plans: --Husband/wife each dispense own fund. --Husband gives wife and children allowance. --Dual career family, each contributing to expenses, dispensing remainder independently. --Others --Envelope method --Checking account method --savings account method Using resources and library references, research national spending patterns. Write a profile of who is doing the spending and for what. Note resulting market trends. Include effects of teen spending.	Ohio Guide, EM 2.12e pp. 85 and 88 Oklahoma Guide pp. 9-19 Utah-Granite Family Life, Vol II pp. III 51-53 Ohio Guide, EM 2.12 p. 91
II.C.2. Recognize pressures and problems that cause deviation from a spending plan.	In pairs work through case study on "Steve and Kathy". List ways that peer pressure, "keeping up with the Jones", feeling depressed etc. cause deviation from a written spending plan. Develop a plan to counteract deviation from the spending plan. (self discipline, comparison, assess needs before deciding to buy).	Utah-Granite Family Life, Vol II pp. III 50-62

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC: II. Means of Obtaining Economic Goals****Competency: II.C...cont...Evaluate spending plans.**

Sub-competency	Suggested Learning Experiences	Resources
<u>II.C.3.</u>	Role play "Julie meets a Salesman". Have class discuss reasons for easily getting off spending plan and additional ways she could have used. Complete "Reasons for a Spending Plan".	Utah-Granite <u>Family Life</u> , Vol II pp. III 50-62 Ohio Guide, EM 2.12 pp. 92 and 95
<u>II.C.4.</u> Develop a goal-oriented spending plan.	Discuss the goal of a spending plan (manage resources, time, money, energy, treats, in a positive way). Discuss the steps in developing a spending plan (a. determine goals, b. estimate cash available, c. plan expenditures). Develop a spending plan. Choose one of the 3 wage earners on "Case Studies, Wage Earners", sheet. Use resources to determine selections for "Financial Planning Sheet". Give written justification for each expense allocation.	Oklahoma Guide, <u>Family Living</u> pp. 6-7B and 15-19B Utah-Granite <u>Family Life</u> , Vol II pp. III, 39, 41, 4 Utah-Granite <u>Family Living</u> , Vol II P. III-29 Ohio Guide, EM 2.12 pp. 92, 96, 97

Competency: II.D. Wise credit use.

<u>II.D.1.</u> Discuss the role of credit.	Introduction: View film "The Money Tree". Read and discuss, "Why Many Couples End Up Heavily in Debt". Do pre-test on credit. FHA: Invite an attorney to speak about bankruptcy and its legal implications.	BYU Film Library Utah-Granite <u>Family Life</u> , Vol II p. R-2 VIII 9 Utah-Granite <u>Family Life</u> , Vol II p. R-2 VIII-11
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UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC: II. Means of Obtaining Economic Goals****Competency: II.D...cont...Wise credit use.**

Sub-competency	Suggested Learning Experiences	Resources
II.D.2. Define types of credit.	Read and discuss "Types of Credit". Read and discuss "Choosing and Using Credit Cards".	Oklahoma Guide, <u>Family Living</u> pp. 121-126 B Ohio Guide, EM 2.13e pp. 108-109 Utah-Granite pp. R-7 VIII 23-24 Utah-Granite p. R7 VIII 25 Ohio Guide, EM 2.13e p. 105
II.D.3. Identify ways to shop for credit.	Investigate the advantages and disadvantages of each type of loan organization and report to class. Compare cost of credit (credit union, bank/dealer financing on a specific amount of money).	 Oklahoma Guide <u>Family Living</u> p. 127-B
II.D.4. Describe steps involved in obtaining credit.	Discuss "The Basis for Credit, 3C's, <u>Character</u> -Your former payment habits, <u>Capacity</u> -Your present ability to pay as indicated by your employment, your responsibilities, and other debts, <u>Collateral</u> -Your present financial assets (what you can offer as security). Read information sheets, "Check Out Your Credit Rating" and Evaluate Credit Rating". Discuss: --What is a credit bureau? Are they needed? --What services do they provide? --What does a credit file contain?	 Utah-Granite p. R-14 VIII-39 Oklahoma Guide <u>Family Living</u> p. 131-B

UNIT: ECONOMICS AND MANAGING RESOURCES

**EM
ADULT LIVING**

TOPIC: II. Means of Obtaining Economic Goals

Competency: II.D...cont...Wise credit use.

Sub-competency	Suggested Learning Experiences	Resources
II.D.4...cont... Describe steps involved in obtaining credit.	Learn what help is available in your community when a family is in financial crisis. Fill out a credit application	CCC (Consumer Credit Counseling) Office where you can find counseling, financed through local business. Some banks council-- Accts. and Attorneys at a price. Utah-Granite p. R11 VIII-33 Oklahoma Guide Family Living, p. 129B Ohio Guide, EM 2.13 p. 116
II.D.5. List places to obtain credit.	List on chalkboard the advantages and disadvantages of using credit and cash. Circle advantages and disadvantages in stories of couples using credit. Calculate cost of credit. Use "You Pay For Credit".	Utah Granite p. R-4 VIII-47 Oklahoma Guide Family Living, p. 122B Utah-Granite p. R3 A&B, VIII 13-15 Ohio Guide, EM 2.13 p. 117

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC:** II. Means of Obtaining Economic Goals.**Competency:** II.E. Establish a checking account.

Sub-competency	Suggested Learning Experiences	Resources
II.E.1. Identify financial institutions that offer checking accounts.	Introduction: Have a banker as a guest speaker. Discuss: --Major functions of banking institutions --Bank services --The differences between FD&C (Federal Deposit Insurance Corp) and FSLIC (Federal Savings & Loan Insurance) Survey local bank services. Identify different types of savings and checking accounts available.	Oklahoma Guide Family Living, 94-95B Utah-Granite Guide R3 IX 15-16 Oklahoma Guide Family Living p. 107B Utah-Granite p. R1 IX-9 p. R2 IX-13
II.E.2. Demonstrate ability to fill out a check, a check registry and endorse a check.	Do "Assignment Sheet #1". Write a check and deposit slip. Endorse sample checks.	Oklahoma Guide Family Living p. 99-104B Answ. FL 109-B Utah-Granite Guide p. R 6-7 IX 21-27 Oklahoma Guide Family Living p. 106-B
II.E.3. Demonstrate ability to balance a check book.	Do "Assignment Sheet #2", Reconcile a Bank Statement.	Oklahoma Guide Family Living p. 105-106 B Answ. 109-B Utah-Granite p. R8 IX 27-28

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC: II. Means of Obtaining Economic Goals****Competency: II.F. Recognize consumer rights and responsibilities.**

Sub-competency	Suggested Learning Experiences	Resources
II.F.1. Discuss the function of labels and warranties.	Role play consumer returning misused merchandise and demanding full refund. (Ex. Wool sweater has shrunk, pilled, and is horribly wrinkled). Manager asks, "Did you read care label, fiber content label? How did you wash it? Store it? If this were other types of merchandise warranty, advertising, guarantee would be included in skit.	.
II.F.2. Identify consumer protection agencies.	Review sources of Consumer Protection. Identify consumer protection agencies available locally. Use "Clues for Protection" to discuss information which must be provided the consumer.	Oklahoma Guide <u>Family Living</u> p. 73-8 Ohio Guide, EM 2.10 pp. 112, 114
II.F.3. Demonstrate the proper way to file a consumer complaint.	Read "How to Complain". Write a letter of complaint to Blasto Stereo Co. airing grievance about new defective audio system.	Utah-Granite <u>Family Living</u> , Vol II p. IV 33 Oklahoma Guide <u>Family Living</u> , p. 73B

Competency: II.G. Assess individual/family insurance needs.

II.G.1. Identify individual/family insurance needs.	Brainstorm factors in determining your insurance needs: --number of dependents --stage in family life --age of bread-winner --family earning power	Utah-Granite p. R-5 V 21 Oklahoma Guide <u>Family Living</u> p 148-152 B Ohio Guide, EM 2.16e p. 141
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UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC:** II. Means of Obtaining Economic Goals**Competency:** II.G...cont...Assess individual/family insurance needs.

Sub-competency	Suggested Learning Experiences	Resources
II.G.2..cont.. Evaluate types of insurance available to meet individual needs.	View filmstrip "Dollars For Security". Write answers to questions in the film strip. Discuss "Main Types of Life Insurance Policies" and fill out. Review and discuss life insurance case studies. Assess need for auto insurance: type, coverage, cost. "Types of Auto Insurance" Factors affecting cost of auto insurance. What to do in case of an accident.	Insurance Information Institute Utah-Granite p. R 7-8 X 27-31 Oklahoma Guide Family Living p. 150-151 B Ohio Guide, EM 2.16 pp. 146-150

Competency: II.H. Acknowledge the need for individual/family estate planning.

II.H.1. Analyze the benefits of estate planning.	Discuss: Purpose of estate planning (to reduce expenses and tax losses). Use decision making process to complete "Plan for Protection". Read "Estate Planning - To Whom Should You Go". Identify five major decisions you will need to make regarding estate planning.	Oklahoma Guide Family Living p 151.B Ohio Guide, EM 2.16 pp. 157, 160 Utah-Granite p R-11 IX 32-33 Ohio Guide, EM 2.16 p. 157
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UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC:** II. Means of Obtaining Economic Goals**Competency:** II.H...cont...Acknowledge the need for individual/family estate planning.

Sub-competency	Suggested Learning Experiences	Resources
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II.H.2.

Discuss how wills are integrated into estate planning.

Invite a lawyer to speak on making a will.

Discuss the advantages and disadvantages of wills.

Advantages:

--Leaves full control of property with owner until death.

--Permits owner to distribute to best meet needs and wants.

--Can be changed if conditions make it necessary.

--May offer tax advantages.

Disadvantages:

--Fails to carry out owners wishes if improperly planned.

--Permits owner to direct use of property for many years after death.

Make personal sample will.

UNIT: ECONOMICS AND MANAGING RESOURCES**EM
ADULT LIVING****TOPIC: III. Related Careers****Competency:** III.A. Investigate alternative resource industry careers.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.A.1.</u> Identify qualifications needed for different careers in the resource industry area.	Invite a panel of individuals who are employed in resource industry careers. Ask them to identify qualifications needed for someone in these careers.	Banker, credit counselor, insurance agent, etc.
<u>III.A.2.</u> Explore the advantages and disadvantages of a specific resource industry career.	Research specific careers and then interview someone employed in that career to identify advantages and disadvantages.	

Competency: III.B. Investigate transferable job skills.

<u>III.B.1.</u> Identify resource-related skills that can be applied to work.	Discuss skills learned in this section of this class that could be applied to work.
<u>III.B.2.</u> Identify work skills that can be applied to the home.	Compile a list of skills developed by individuals in industry careers that could be applied to the home.

FEEDING AND NOURISHING THE FAMILY

Rationale: Basic nutrition knowledge and food choices have an impact on health. Nutrition affects mental and physical well being throughout the life cycle. A major concern is to provide an adequate and well balanced diet with resources available throughout the life cycle for individuals and their families. This curriculum examines the meaning of food in an individual's life and helps students recognize the social, psychological, and cultural aspects of food.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- recognize the role of nutrition in fitness, appearance, weight control, and well being of the teen.
- accept responsibility to assist in family meal planning and preparation.
- recognize how family lifestyle, culture, and traditions affect food decisions.
- apply food safety and sanitation principles.
- identify skills that can be transferred to food industry careers.
- state the relationship between meeting nutritional needs and the interaction between work life and family life.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- recognize and apply nutrition principles throughout the life cycle.
- use decision-making skills in procurement and preparation of food.
- develop critical thinking and decision-making skills in the use of time, money, equipment, and energy as applied to food.
- make wise food choices relative to individual/family needs, income, and life style.
- develop an understanding of the impact of new technologies on food choices and sources.
- recognize social, psychological, and cultural aspects of food.
- explore food industry careers.
- make decisions regarding nourishing and feeding the family that support positive interaction between work life and family life.

ADULT LIVING OUTLINE
for
FEEDING AND NOURISHING THE FAMILY

I. Fitness/Wellness

- *A. Evaluate eating patterns which meet nutritional needs.**
 - 1. Analyze individual/family nutrient needs.
 - 2. Identify sources of nutrients.
 - 3. Analyze alternative ways of meeting nutritional needs.
- *B. Evaluate the nutritional needs of individual/family members.**
 - 1. Recognize the nutritional needs of special groups and persons in different stages of the life cycle.
 - 2. Describe the relationship between activity level and nutrient needs.

II. Food Safety and Sanitation

- A. Explain how personal habits and food organisms can cause food-related illnesses.**
 - 1. Discuss the relationship between personal hygiene and food-related illnesses.
 - 2. Demonstrate appropriate food handling and storage practices.
 - 3. Identify signs of food spoilage.
 - 4. Differentiate between organisms that cause foods to spoil and those that cause food poisoning.
- B. Develop techniques to promote safety in the kitchen.**
 - 1. Identify practices that will reduce the risk of kitchen accidents.
 - 2. Demonstrate safe techniques for using kitchen equipment.

III. Food Management

- A. Analyze individual/family lifestyle in relationship to eating patterns.**
 - 1. Recognize the role mealtime plays in individual/family life.
 - 2. Identify menus consistent with identified lifestyle.
 - 3. Recognize the social role food plays in individual/family lifestyles.
- *B. Plan nutritionally balanced meals which satisfy individual/family needs.**
 - 1. Identify principles involved in planning for meeting nutritional needs.
 - 2. Utilize good shopping techniques.
 - 3. Demonstrate the ability to plan nutritious meals that will provide the best value for the food dollar.
 - 4. Assess the impact of individual/family schedules on meal planning.
 - 5. Recognize family traditions/customs in meal planning.

***C. Prepare nutritionally balanced meals which satisfy individual/family needs.**

1. Demonstrate ability to read and follow a recipe.
2. Evaluate recipes for ease and speed of preparation.
3. Utilize correct preparation techniques to preserve nutrient value of foods.
4. Utilize efficient management techniques in food preparation.
5. Demonstrate the ability to prepare nutritionally balanced meals that will provide the best value for the food dollar.
6. Promote cooperation in food preparation that will support positive interaction between work life and family life.

D. Serve nutritionally balanced meals.

1. Identify management principles in relation to the serving of food.
2. Assess how individual/family schedules affect foods served.
3. Identify appropriate table manners.

IV. World Food Concerns

A. Identify world concerns in regard to food supply.

1. Assess the relationship between population density and world food supply.
2. Explain the relationship of world food production and distribution.

B. Assess the impact of technology on food sources and choices.

1. Recognize impact of technology on food supply.
2. Assess how research affects food sources and choices.

V. Related Careers

A. Investigate food industry careers.

1. Identify qualifications needed for food industry careers.
2. Explore advantages/disadvantages of a specific food industry career.

B. Investigate transferable job skills.

1. Identify skills in the foods area that can be applied to work.
2. Identify work skills that can be applied to the home.

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UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: I. Fitness/Wellness****Competency: I.A. Evaluate eating patterns which meet nutritional needs.**

Sub-competency	Suggested Learning Experiences	Resources
I.A.1. Analyze individual/ family nutrient needs.	Do pretest to assess level of nutrition knowledge. Review as needed: Basic 4, sources and functions of nutrients, process by which body absorbs food. Develop a class definition of a well nourished and poorly nourished person. Use resources to define characteristics. Do "Nutrition Scoreboard", and discuss answers. List foods eaten during a 24 hour period. Include amounts of each food consumed. Code for computer analysis. Run. Print. Analyze results. Using resources define calories and determine caloric requirements. Do "Come on Down" activity sheet to estimate caloric value of foods. Assign small groups a caloric range (0-35, 36-65, 66-100, 101-150, etc.). Using a calorie chart, list the major types of foods in each group. Compile and copy for student notebooks. In small groups research and compile information about nutrient needs at different stages of the life cycle (infant, toddler, pre-school, young child, adolescent, teenager, young adult, middle age, mature, etc.). Plan menus and analyze nutritive values for own family.	Ohio Guide, What to Do Regarding Feeding and Nourishing the Family, 1.11e, p. 4 Ohio Guide, FN 1.11e p. 3 Ohio Guide, FN 1.11e pp. 3-7 Dairy Council Comparison Food Cards Idaho Diet Analysis Eat for Health Computer programs Ohio Guide, FN 1.11e pp. 4, 9 Ohio Guide, FN 2.22e p. 4 Ohio Guide, FN 1.21e p. 39 Ohio Guide, FN 1.11e p. 5

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC:** I. Fitness/Wellness**Competency:** I.A...cont...Evaluate eating patterns which meet nutritional needs.

Sub-competency	Suggested Learning Experiences	Resources
I.A.2. Identify sources of nutrients.	Participate in "Campaign Manager" to learn about nutritious snacks. Read case study, "A Day in the Life of an Overweight". Using resources develop a chart of nutrients, functions, and sources. Analyze ways in which nutrients interact. Explain the concept of vitamin toxicity. Complete "Food Facts or Fallacies". Discuss correct responses. Complete Student Worksheet #1, "Facts About Food". Calculate nutrient density for favorite foods. Compare with other students. Rate your own snacks using Dairy Council Poster. Compare similar menus at McDonalds, Wendys, and Burger King for nutrients and calorie content. Compile a list of restaurants advertising "Lite" or "weight-watcher" meals. Figure caloric value of each. Evaluate specific foods as sources of specific nutrients.	Idaho Guide Supplement 2.2 Idaho Guide Supplement 2.2 Ohio Guide, FN 1.12 p. 12 Ohio Guide, FN 1.13e pp. 12-27 Proctor & Gamble, Food Preparation, Teaching Kit, 1984 Ohio Guide, FN 1.12 p. 13 National Dairy Council Comparison Cards Dairy Council, Your Snacks, How Do They Rate? Ohio Guide, FN 1.13e p. 17 and FN 1.21e, pp. 49-51 Oklahoma Guide FN 43-46 B National Dairy Council You, A Guide To Food, Exercise, and Nutrition, Rosemont, Illinois, 60018, 42

FN 6

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: I. Fitness/Wellness****Competency:** I.A...cont...Evaluate eating patterns which meet nutritional needs.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.A.3.</u> Analyze alternative ways of meeting nutritional needs.	Write mini reports on current food fads using current magazines as resources. Analyze nutritive value of diet. Visit a health foods store. Make a list of items and prices. Compare with similar items in grocery store. Compare nutrition information on labels. Complete Student Worksheet #2, "What Foods Do You Like and Why?". Read "Nutrition Tips for Fast Food Freaks". Plan a meatless meal which will meet your nutrient and calorie needs for a day. Find recipes for several standard foods which could be adapted to lower calorie content. Conduct laboratories, compare. Plan a day's intake for a vegetarian. What foods contribute to the protein needs. Using the decision-making process, determine what you should do if your family is not interested in good nutrition. Brainstorm alternatives. Carefully think through the consequences. Create a way to overcome the consequences. Calculate the cost of food which supplies R.D.A. for a specific nutrient with the cost of vitamin pills or other supplements which contain the same nutrient. FHA: Plan and carry out a nutrition "Peer Education" project.	<u>Guide to Modern Meals</u> p. 77 <u>Ohio Guide</u>, FN 1.13e p. 20 <u>Proctor & Gamble, Food Preparation</u>, 1984 <u>Ohio Guide</u>, FN 1.13e pp. 20, 29-31 <u>Ohio Guide</u>, FN 2.11 p. 90 <u>Ohio Guide</u>, FN 1.21 p. 60 <u>Ohio Guide</u>, FN 2.11 p. 90 <u>Ohio Guide</u>, FN 1.11e p. 5 <u>Ohio Guide</u>, FN 1.12 p. 13 <u>Student Body Handbook</u>, FHA

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC:** I. Fitness/Wellness**Competency:** I.B. Evaluate the nutritional needs of individual/family members.**Sub-competency****Suggested Learning Experiences****Resources****I.B.1.**

Recognize the nutritional needs of special groups and persons in different stages of the life cycle.

Research the practical problems related to nutrition and pregnancy. Analyze the dietary needs of pregnancy.

Ohio Guide, FN 1.24
pp. 79-84

Plan the menu for a group that includes people with many special needs. Include foods for the following guests:

Oklahoma Guide
FN 43-46 B

--children under 6
--vegetarian couple
--diabetic boy
--pregnant woman
--teen boy
--etc.

Students design and create a bulletin board: Good Nutrition for a Lifetime...
Show how nutritional needs change for people of various ages.

Idaho Ind. Living Guide, N 46-50,
N 8.1

Dairy Council Kit
Level 4, Home Ec.
Activity #11a

Distribute a hidden word puzzle that includes numerous special diets or eating disorders or groups with special dietary requirements. Compare. Discuss how each is a "Special Concern", and why nutrition and proper diet are essential. Plan an appropriate day's menu for each special concern listed.

Ohio Guide, FN 1.22
pp. 69, 72

Inside My Mom, F.S.
March of Dimes

Plan to take your family and unexpected guests out to dinner. Your family and guests represent various age groups and dietary needs. Identify local eating establishments that would serve foods appropriate for the variety of individuals.

Using resources, determine how diet, heredity, activity, stage of growth, physical and psychological factors affect size. Report findings.

Ohio Guide, FN 1.
p. 39

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: I. Fitness/Wellness****Competency:** I.B...cont...Evaluate the nutritional needs of individual/family members.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.B.1...cont..</u> Recognize the nutritional needs of special groups and persons in different stages of the life cycle.	FHA: Invite a dietitian to discuss special dietary problems such as diabetes high blood pressure, obesity. Explain what foods are appropriate and how to plan special daily menus. FHA: Invite speaker from health department to discuss federal programs designed to help people in need.	<u>Ohio Guide</u>, FN 1.13e p. 20
<u>I.B.2.</u> Describe the relationship between activity level and nutrient needs.	Prepare tray of snack foods. Allow students to select the food they want to eat. Prepare cards with calories of each food and number of minutes of doing "jumping jacks" required to use up the calories. Participate in the skit "Why the Y?". Participate in the game "Wheel of Activity". Write a short speech on changes in diet needed on the day of athletic events. In pairs, choose one vignette. Identify the factors, values and goals affecting each vignette character. Examine alternatives and consequences. Share with class. Do "Food/Exercise Balance". To determine sports nutrition facts and fallacies, utilize a Sports Nutrition Scoreboard. Keep the answers for further reference.	<u>Computer Program</u> <u>Fast Foods</u> <u>Idaho Guide</u> <u>Supplement</u>, N 3.1 <u>Idaho Guide</u> <u>Supplement</u>, N 4.4 <u>Guide to Modern Meals</u> p. 149 <u>Ohio Guide</u>, FN 1.21 pp. 57-58 <u>Ohio Guide</u>, FN 1.21 pp. 59, 66 <u>Ohio Guide</u>, FN 1.23 p. 75

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC:** I. Fitness/Wellness**Competency:** I.B...cont...Evaluate the nutritional needs of individual/family members.

Sub-competency	Suggested Learning Experiences	Resources
I.B.2...cont.. Describe the relationship between activity level and nutrient needs.	Using resources, develop a fact sheet of information dealing with sports nutrition. Include basic diets, dietary supplements, gaining or losing weight, energy demands of the athlete, water needs, pre-game meals and eating during competition and information on specific sports. Select a sport. Plan an appropriate diet for the athlete involved. Share the nutritional plans via presentations, posters, or displays. FHA: Prepare a brochure on "Nutrition Do's and Don'ts for Athletes". Use Student Body Handbooks. FHA: Develop a bulletin board, "D-I-E-T" A four letter word? Or a way of life?	<u>Ohio Guide</u>, FN 1.23 p. 76 <u>Ohio Guide</u>, FN 1.23 p. 76 <u>Your Nutrition</u> p. 43-53 <u>Ohio Guide</u>, FN 1.21 p. 59

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: II. Food Safety and Sanitation**

Competency: II.A. Explain how personal habits and food organisms can cause food-related illnesses.

Sub-competency	Suggested Learning Experiences	Resources
II.A.1. Discuss the relationship between personal hygiene and food-related illnesses.	Vignette: Your lab partner has a habit of licking his fingers as he prepares food. What should you do? "Hunt" to locate unsafe and unhealthful practices which have been "planted" in the kitchen. Walk around the school home economics classroom and highlight breeding grounds for food borne bacteria and the potential for food poisoning. Demonstrate the amount of bacteria present on unwashed hands. Use covered, sturdy, plastic petri dishes with nutrient agar. Place unwashed fingers in the gelatin in the dish and incubate at 98.6° for 24 hours.	Ohio Guide, FN 4.21e p. 162 The Safe Food Book USDA-Food Safety Materials, 1984 pp. 9-15 Ohio Guide, FN 4.21e p. 161 USDA, The Safe Food Book, pp. 4-8 USDA, Safe Food Teaching Kit Ohio Guide, FN 4.21 p. 165
II.A.2. Demonstrate appropriate food handling and storage practices.	Make list of "usually safe" foods and "potentially unsafe" foods and how each should be stored. Complete Student Worksheet #7, "Keep an Eye Open for Food Safety". Using a bulletin board or large thermometer show effects on bacteria at various temps. Heat water to "danger zone" temperature and feel. When are foods exposed to "danger zone" temperature? Wrap one piece of bread in brown paper, one in waxed paper, one in plastic wrap. Leave at room temp for 2 days. Describe the difference. What conclusions do you make about different wraps?	P&G, Food Preparation Teaching Kit, 1984 What's to Eat, p. 17 USDA materials on food safety Ohio Guide, FN 4.21 p. 169

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC:** II. Food Safety and Sanitation**Competency:** II.A...cont...Explain how personal habits and food organisms can cause food-related illnesses.

Sub-competency	Suggested Learning Experiences	Resources
II.A.3. Identify signs of food spoilage.	Read "Decreasing Food Spoilage". Discuss boxing, handling and storage of food. Complete Student Worksheet #12, "What Do You Know About Food Safety?" Display samples of spoiled food and discuss. Review "Discovering Food Spoilage". Add to this chart and develop a chart or poster to place in the classroom.	Ohio Guide, FN 4.21 pp. 165-166 P&G, Food Preparation Teaching Kit, 1984 Ohio Guide, FN 4.21 p. 169
II.A.4. Differentiate between organisms that cause foods to spoil and those that cause food poisoning.	Take the "Food Safety I.Q. Test", and discuss the answer.	USDA, The Safe Food Book p. 4

Competency: II.B. Develop techniques to promote safety in the kitchen.

II.B.1. Identify practices that will reduce the risk of kitchen accidents.	Complete the "Kitchen Safety Worksheet". Create minute dramas concerning safety practices. Identify guidelines each drama portrays. Prepare a list of guidelines for preventing accidents in the kitchen: fire prevention, clothing safety, equipment hazards, labels, avoiding cuts.	Ohio Guide, FN 4.21e p. 163 Decisions for Independent Living p. 197 Ohio Guide, Fn 4.21e p. 162
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UNIT: FEEDING AND NOURISHING THE FAMILY

**FN
ADULT LIVING**

TOPIC: II. Food Safety and Sanitation

Competency: II.B...cont...Develop techniques to promote safety in the kitchen.

Sub-competency	Suggested Learning Experiences	Resources
<u>II.B.1...cont..</u> Identify practices that will reduce the risk of kitchen accidents.	FHA: Invite fireman to explain fire prevention in the home and how to use fire extinguishers.	
<u>II.B.2.</u> Demonstrate safe techniques for using kitchen equipment.	Develop and display in room a list of guidelines for using kitchen equipment safely and using electrical appliances safely. Display pieces of cooking equipment. Individually select a piece of equipment and describe its use. Is it a mainstay in the kitchen? Determine cost, various features. Demonstrate proper use, cleaning and storing.	<u>Help Yourself,</u> pp. 332-336 <u>Decisions for</u> <u>Independent Living</u> p. 197 <u>Ohio Guide, FN 4.23</u> p. 189

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: III. Food Management****Competency:** III.A. Analyze individual/family lifestyle in relationship to eating patterns.**Sub-competency Suggested Learning Experiences Resources****III.A.1.**

Recognize the role mealtime plays in individual/family life.

Discuss ways to make mealtime a pleasant time for individuals and family members.

Consider, "If I were a parent I would do these things to make meal time a "quality time" for my family."

Share or brainstorm different family decisions discussed or made during meal time. Brainstorm ideas for ways for families to create time to be together at meals.

III.A.2.

Identify menus consistent with identified lifestyle.

Identify different lifestyles. In small groups develop suitable menus to match the lifestyle.

III.A.3.

Recognize the social role food plays in individual/family lifestyles.

Identify types of entertaining that include use of foods.

Using resources, gather information concerning factors which influence food choices. Focus specifically on psychological and social influences.

Discuss how family lifestyle influences the amount of entertaining in the home.

Find magazine pictures of food that best illustrate the factors which influence food choices. Arrange food under the factor to which it corresponds on a bulletin board entitled, "Why Do We Eat What We Eat?".

Discuss the role of food for special occasions (ie: graduation, funerals).

Oklahoma Guide
FN 122c

Ohio Guide, FN 3.11
p. 110

Ohio Guide, FN 3.11e
p. 111

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: III. Food Management****Competency:** III.A...cont...Analyze individual/family lifestyle in relationship to eating patterns.**Sub-competency Suggested Learning Experiences Resources****III.A.3...cont..**

Recognize the social role food plays in individual/family lifestyles.

Develop a situation where food will be used in entertaining. Develop plans, time schedule, menu. Ex: You are planning a party after the football game. Plan food and drinks for 20. You have a limited budget and 30 minutes after the game before guests arrive.

Competency: III.B. Plan nutritionally balanced meals which satisfy individual/family needs.**III.B.1.**

Identify principles involved in planning for meeting nutritional needs.

Given 3 families of different composition identify nutrient needs for each family and compare (consider lifestyle, age, number in family and income when establishing these situations).

List and discuss factors to consider when planning meals.

Ohio Guide, FN 4.25e
p. 198 and FN 4.25,
pp. 203-204

III.B.2.

Utilize good shopping techniques.

Brainstorm: Compile a list of shopping skills. Ex: Buy for use intended, etc. Identify those skills which will save money.

Oklahoma Guide
FN 42-45c

Using resources identify the various aspects of the media which influence food choices.

Ohio Guide, FN 3.14
p. 119

Calculate unit price of items given the cost and weight of item.

Oklahoma Guide
FN 64c

Collect food labels for the following foods: eggs, canned or frozen fruits, canned or frozen vegetables, meats. Make a classroom display of these labels and identify the various grades of food available. Using resources, identify what each grade means and factors which would affect the selection of each.

Ohio Guide, FN 4.14e
p. 148

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: III. Food Management****Competency:** III.B...cont..Plan nutritionally balanced meals which satisfy individual/family needs.

Sub-competency	Suggested Learning Experiences	Resources
III.B.2...cont.. Utilize good shopping techniques.	Complete Student Worksheet #3, "Bargains to Buy or Not to Buy". Read "Guidelines for Advertising" and do a 30 second radio spot. List foods which add to the cost of meals but contain little nutritive value (jelly, ketchup, etc.). Why are these items used?	P&G, <u>Food Preparation</u> <u>Ohio Guide</u>, FN 4.14e p. 119 <u>Ohio Guide</u>, FN 4.14 p. 153
III.B.3. Demonstrate the ability to plan nutritious meals that will provide the best value for the food dollar.	Compare the use of convenience foods vs. home-prepared foods. Compare for preparation time, lost taste, and nutrients. Possible foods to compare: pizza, macaroni and cheese, pudding. Using resources make a list of foods which vary considerably in price from one season to another. Develop a calendar showing what foods are best available at each month of the year. Contest: Divide class into groups. The winner is the group which plans a day's intake which meets nutritional requirements, is appealing and is least in cost. Discuss impulse buying. Read and discuss situations to determine situational influence on impulse buying. Interview persons in neighborhood. How do they reduce the cost of family meals? Report to class. Compile ideas. Create sample menus for 3 days using newspaper ads, etc. Compute the cost of each meal. Identify which meals are high cost and which are low cost. Note contributing factors. Analyze for nutritional adequacy.	<u>Ohio Guide</u>, FN 4.14 p. 152 <u>Ohio Guide</u>, FN 4.14 p. 153 <u>Ohio Guide</u>, FN 4.14 p. 153

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: III. Food Management****Competency:** III.B...cont...Plan nutritionally balanced meals which satisfy individual/family needs.

Sub-competency	Suggested Learning Experiences	Resources
III.B.4. Assess the impact of individual/family schedules on meal planning.	As a game or class competition role play various meal planning situations. On slips of paper write down different meal planning problems. Have groups choose and role play the situations. Ex: Single person finishes work at 6:00, has a class at 7:00; young couple with new baby; family with teenagers involved in different sports at different hours. Make a list of foods you have eaten in the last 48 hours. Identify where eaten/obtained. Does lifestyle impact cost of foods? Using resources, identify statistics related to number of meals eaten outside of the home and where the American food dollar is spent.	Ohio Guide, FN 4.25e pp. 197-201 Ohio Guide, FN 4.15 pp. 155-156
III.B.5. Recognize family traditions/customs in meal planning.	Research and share findings of different meal customs/traditions of a variety of countries and cultures. FHA: Invite panel of individuals who practice customs/traditions of another country or culture (Ex: exchange students, immigrants, etc.)	Ohio Guide, FN 3.21 p 126 and FN 3.22, p. 129

Competency: III.C. Prepare nutritionally-balanced meals which satisfy individual/family needs.

III.C.1. Demonstrate ability to read and follow a recipe.	Identify food terms utilized in recipes. Demonstrate correct use of measurements, substitutions, and equivalents.	
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UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: III. Food Management****Competency:** III.C...cont...Prepare nutritionally balanced meals which satisfy individual/family needs.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.C.1...cont..</u> Demonstrate ability to read and follow a recipe.	Use a recipe with a variety of measurement and cooking terms. Provide copy for each lab group. Examine recipe. Underline words the group members do not know and circle confusing sections. Is this a recipe you would want to use? Develop a checklist for reading and understanding recipes.	<u>Ohio Guide, FN 4.26e</u> p. 205 <u>Ohio Guide, FN 4.26e</u> p. 205
<u>III.C.2.</u> Evaluate recipes for ease and speed of preparation.	Given a situation to prepare a main dish for a potluck school banquet (there is 1½ hours between end of work and beginning of the dinner), find a recipe that would be suitable (time & taste) for this occasion. Research recipes for good snacks. Compare preparation time, cost, methods, skills and equipment needed. Prepare, share and evaluate.	<u>Ohio Guide, FN 4.26e</u> p. 206
<u>III.C.3.</u> Utilize correct preparation techniques to preserve nutrient value of foods.	"Utensil Match" -- Use 3x5 card with names and use of kitchen utensils. Students match cards with actual equipment in the lab. Demonstrate through laboratory activities knowledge of basic preparation techniques (ex.: fry, saute, broil) In small groups, research and report on the correct methods for preparing a variety of foods. Discuss scientific principles utilized in preparation of each food product.	<u>Ohio Power Pacs</u> <u>Ohio Guide, FN 4.26</u> pp 226-229

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: III. Food Management****Competency:** III.C...cont...Prepare nutritionally-balanced meals which satisfy individual/family needs.

Sub-competency	Suggested Learning Experiences	Resources
III.C.3...cont.. Utilize correct preparation techniques to preserve nutrient value of foods.	In small groups prepare food products using correct and incorrect scientific principles (ex: a yeast product, pie, crust, hard cooked eggs, muffins, etc.). Experiment in lab using correct and incorrect ways of cooking vegetables (ex: red cabbage, broccoli). Discuss scientific principles involved.	Cobb, Vickie <u>Science Experiments You Can Eat</u>, Lippencott, E. Washington Sq., Phil PA 19106 Ohio Guide, FN 4.26 pp 209-222 P&G, <u>Food Preparation</u> pp 20-26
III.C.4. Utilize efficient management techniques in food preparation.	Given a limited amount of time for food preparation, compile a list of food preparation techniques for saving time (ex: dovetailing). Lab: Plan and prepare a meal for four people. You have 30 minutes before the meal must be on the table. It must be attractive and meet nutritional requirements. Creativity is important. Joan is making meatloaf. The recipe serves 6 but there are 4 in her family. Should she make the entire recipe. Why? Why not? List food preparation techniques for saving energy. Observe food preparation and service activities in your home and list ways in which resource conservation could be improved.	Oklahoma Guide FN 72c Ohio Guide, FN 4.24 p. 194 Oklahoma Guide FN 83c

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: III. Food Management**

Competency: III.C...cont...Prepare nutritionally-balanced meals which satisfy individual/family needs.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.C.4...cont..</u> Utilize efficient management techniques in food preparation.	Demonstrate creative ways of using left-overs. Prepare meal for family using leftovers. In four small groups, use resources to identify factors which influence efficient and inefficient management in each area: 1) work areas, 2) floor plans, 3) time management, and 4) energy management. FHA: Interview restaurant owner. How do they use leftover foods?	Ohio Guide, FN 4.26 p. 218 Ohio Guide, FN 4.24 pp. 193-194
<u>III.C.5.</u> Demonstrate the ability to prepare nutritionally balanced meals.	Compile a list of food preparation techniques for saving money. Given a list of good preparation techniques, check ones that would save money. Defend choices. Which ones will conserve nutrients. Defend choices. Choose 10 foods from each of the current food groups. Research current costs. Divide foods into 2 groups, "more expensive" and "less expensive". Discuss what determines the costs of goods. Plan day's intake using foods from "more expensive" list and from "less expensive" list. Figure costs. What is the difference in costs? In groups plan, prepare, and serve nutritionally-balanced breakfast, lunch, dinner, and entertaining meal. Consider appearance, cost, preparation time, skills and equipment needed, storage, likes and dislikes, and nutritional value. Include at least one new or different taste experience in each meal. Share and evaluate. Discuss alternative ways nutritional needs could be met..cont...	Oklahoma Guide FN 81C Ohio Guide, FN 4.26e pp. 205-208 and FN 4.26e, pp 209-224

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: III. Food Management****Competency:** III.C...cont...Prepare nutritionally balanced meals which satisfy individual/family needs.

Sub-competency	Suggested Learning Experiences	Resources
<u>III.C.5...cont..</u> Demonstrate the ability to prepare nutritionally balanced meals.	List the consequences if menus were not nutritionally balanced, properly prepared, or were expensive. How does this affect you, your family, class?	
<u>III.C.6.</u> Promote cooperation in food preparation that will support positive interaction between work life and family life.	Prepare a list of questions concerning food preparation practices in the home. Ex: Who does grocery shopping? Who prepares food? Does each family member help in some way? How? Who generally cleans up? Compare answers. Why has your family assigned food-related tasks as they have? Prepare minute dramas illustrating what happens when family members (or lab parties) fail to carry out their food preparation responsibilities. Discuss what happens when family members have differing values and goals concerning food preparation. Do "Food Resource Homemaker" survey. Discuss how the management process relates to meal preparation. Discuss steps, review goals, examine resources, make a plan, carry out and adjust plan and evaluate. Utilize the support of other family members in this management process. Prepare a chart for rotating family responsibilities for food preparation. Invite couple to class to tell how they divide food preparation responsibilities. Discuss statement: "I don't mind helping out with the cooking".	<u>What's to Eat</u> p. 13 <u>Ohio Guide, FN 4.22</u> p. 178 <u>Ohio Guide, FN 4.22</u> p. 179 <u>Ohio Guide, FN 4.22e</u> p. 173 <u>Oklahoma Guide</u> FN 13c

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: III. Food Management****Competency: III.D. Serve nutritionally-balanced meals.**

Sub-competency	Suggested Learning Experiences	Resources
III.D.1. Identify management principles in relation to the serving of food.	Discuss what's involved in serving a meal that includes both hot and cold foods. Plan a menu for lunch. Analyze time required to prepare this lunch. Plan a time schedule so all foods will be ready to serve at the same time. Discuss resource management and how it affects food preparation.	Ohio Guide, FN 4.22e p. 171
III.D.2. Assess how individual/family schedules affect foods served.	Brainstorm and identify 3 different types of "typical" family mealtime schedules. Suggest appropriate foods that could be served to meet the variety of schedules. Identify contrasting values which affect meal management.	Ohio Guide, FN 4.25e pp. 197-199 Ohio Guide, FN 4.22e p. 172 and FN 4.22 p. 177
III.D.3. Identify appropriate table manners.	Role play introductions of guests. Ex: Introduce Sue Smith (18) to Tom Brown (18), Introduce Sue Smith to your father. Develop T-F pretest on table manners. Use as discussion vehicle. Using resources compile a list of etiquette rules to use for various situations. Share with class and compile a check sheet, "Me and My Manners". Brainstorm: What are the responsibilities of a guest at social gatherings? Fill in "Knowing Terms on Menus" and "Good Table Manners...the Key to Confidence in Any Company!" Complete Student Worksheet #2, "What Do You Look for When You Eat Out?".	Oklahoma Guide FN 123c Ohio Guide, FN 3.13e p. 118 Oklahoma Guide FN 234c ID/Adult Living, FN III.D.3., p. FN 25 and FN 26 P&G, Food Preparation Teaching Kit, 1984

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: IV. World Food Concerns****Competency: IV.A.** Identify world concerns in regard to food supply.**Sub-competency****Suggested Learning Experiences****Resources****IV.A.1.**

Assess the relationship between population density and world food supply.

Prepare exhibits or bulletin board with map(s) of the world illustrating:

- 1) Staple foods of regions or countries.
- 2) Sources of favorite or exotic foods.
- 3) Major food exports/imports of selected countries.

Ohio Guide, FN 2.12
p. 193

In small groups research to identify countries with high levels of malnutrition, overcrowding, and famine. Relate to nutrient needs of populations.

"4 Billion Hungry Mouths to Feed",
Nutrition Action

IV.A.2.

Explain the relationship of world food production and distribution.

Read "Once Again Hunger Troubles America". Identify all the issues raised which relate to food policy. Discuss how this affects us personally.

Ohio Guide, FN 2,21
pp. 99, 102-105
Food Your Choice, Level
4, Social Studies Kit
National Dairy Council

Competency: IV.B. Assess the impact of technology on food sources and choices.**IV.B.1.**

Recognize impact of technology on food supply.

Using resources research factors which have influenced the development of food sources in the past. Share your list with the class. Examine situations and identify ways they might affect the development of new food sources.

Ohio Guide, FN 4.13
p. 141

Discuss: How old will you be in 2001? What do you think you will be doing? Will you be eating the same food you do now? How will technology have changed foods and food sources.

Ohio Guide, FN 4.13
pp. 142-145

Read and discuss "Dining in A.D. 2001".

Ohio Guide, FN 4.13
pp. 141-142

IV.B.2.

Assess how research affects food sources and choices.

Visit a local grocery store and identify foods which have been on the market less than five years. Purchase and prepare for taste testing. Compare cost, Taste, time of preparation, nutritional value. Would you buy and eat these foods? Why or why not? Identify values which underlie good decision

UNIT: FEEDING AND NOURISHING THE FAMILY**FN
ADULT LIVING****TOPIC: V. Related Careers****Competency: V.A. Investigate food industry careers.****Sub-competency****Suggested Learning Experiences****Resources****V.A.1.**

Identify qualifications needed for food industry careers.

Display a food item. In groups, brainstorm all jobs that would be involved in producing and selling that item. Compare lists.

Ohio Guide, FN 2.22
p. 107

Develop a list of job clusters for the food industry.

Ohio Guide, FN 2.22
p. 107

Interview an individual in the food service industry and complete Student Worksheet #1.

P&G, Food Preparation
Teaching Kit, 1984**V.A.2.**

Explore advantages/disadvantages of a specific food industry career.

Invite restaurant owner to explain career opportunities and career ladders in food service and what they look for in employees.

Ohio Guide, FN 2.22
p. 107

Complete Student Worksheet #13, "Work, What's In It For Me?".

P&G, Food Preparation
Teaching Kit, 1984

Identify other food industry careers

OOH, DOT, Idaho Career
Information System

Research possibilities for starting your own business in food service.

Ohio Guide, FN 2.22
p. 107

FHA: Develop business project for fund raising. Use concepts such as specialization, time and resource management, costs and prices, market analysis, and inventory.

Ohio Guide, FN 2.22
p. 107**Competency: V.B. Investigate transferable job skills.****V.B.1.**

Identify skills in the foods area that can be applied to work.

List skills learned as a result of this course that could be applied to a work situation.

V.B.2

Identify work skills that can be applied to the home.

Compile a list of food industry skills that can be applied in the home setting.

KNOWING TERMS ON MENUS

When you dine in a restaurant it is helpful to know some of the most common terms that appear on menus. Listed below are a number of words and definitions which might appear on a menu. Match the word with the appropriate definition.

- | | |
|------------------------|--|
| 1. _____ marzipan | a. soup made mainly from beets |
| 2. _____ soup du jour | b. clear soup made usually from beef |
| 3. _____ entrée | c. Italian term for an hors d'oeuvre |
| 4. _____ au gratin | d. a savory meat or vegetable jelly |
| 5. _____ pasta | e. served in the juice obtained from roasting |
| 6. _____ hors d'oeuvre | f. covered with bread crumbs, butter, & cheese & browned |
| 7. _____ pate | g. an alcoholic drink taken as an appetizer |
| 8. _____ filet mignon | h. with a separate price for each item on the menu |
| 9. _____ apertif | i. the principal dish of the meal in the United States |
| 10. _____ éclair | j. a complete meal of several courses offered at a fixed price |
| 11. _____ omelette | k. a fillet of beef cut from the thick end of a tenderloin |
| 12. _____ pilaf | l. to fry lightly in a little fat |
| 13. _____ crepe | m. soup of the day |
| 14. _____ a la mode | n. clear soup made from well-seasoned meat broth |
| 15. _____ bernaïse | o. any of various savory foods served as appetizers |
| 16. _____ au jus | p. a spread of finely mashed seasoned & spiced meat |
| 17. _____ borscht | q. cooked in simmering liquid |
| 18. _____ antipasto | r. a paste in processed form (spaghetti) or in the form of fresh dough (ravioli) |
| 19. _____ bouillon | s. a cold layered dessert made of fruit, syrup, ice cream, etc |
| 20. _____ canapé | t. eggs beaten with liquid, cooked without stirring until set and folded over |
| 21. _____ brochette | u. to steep in a brine or pickle (usually meat or fish) |
| 22. _____ baron | v. a confection of almond paste, sugar, & egg whites |
| 23. _____ parfait | w. topped with ice cream |
| 24. _____ table d'hôte | x. sauce of egg yolks, vinegar, butter, onion & spices |
| 25. _____ a la carte | y. a dish made of seasoned rice often with meat |
| 26. _____ marinate | z. double sirloin of beef |
| 27. _____ aspic | aa. food arranged on a skewer and broiled |
| 28. _____ saute | bb. an appetizer of fish, egg, or cheese arranged on some kind of a bread base |
| 29. _____ poached | cc. a spicy relish made from several fruits & vegetables |
| 30. _____ chutney | dd. thin crisp pancakes |
| 31. _____ consomme | ee. finger shaped cream puffs filled with whipped cream or custard |

GOOD TABLE MANNERS.....THE KEY TO CONFIDENCE IN ANY COMPANY!

Good table manners must be practiced every day until they become a part of your total personality. Good manners are not like a water faucet you can turn on or off instantly. You can't expect good manners to just "happen" when you need them. This short check-list can help to serve as a reminder of areas where your manners may be slipping, or it can confirm that you know and practice thoughtful manners.

	always	sometimes	never
1. Wait until others are seated before you start eating, until it's indicated that you should do so. Do you show others this courtesy?			
2. There may be times when you'll have to eat fast, but do you eat without appearing greedy?			
3. Don't reach for a dish that is far from you when there is someone who can pass it. Say "please" and "thank you" when passing food. Do you observe these rules?			
4. When you are at a banquet or anyplace where people you don't know are seated next to you, do you introduce yourself to them and try to have a pleasant conversation?			
5. Do you avoid washing down mouthfuls of food with water or milk during the meal?			
6. Do you avoid making slurping or grunting noises while eating?			
7. Do you avoid shoveling food into your mouth in huge amounts?			
8. Do you excuse yourself before leaving the table when others are still eating?			
9. Do you avoid stirring all the food on your plate together, or picking at the food on your place?			
10. Do you avoid cleaning your nails or combing your hair at the table?			
11. Children should be taught to copy good manners, not offensive ones. Are you a good example for them?			
12. Do you avoid picking up food with your hands when a fork or spoon is supposed to be used?			
13. Do you break bread into smaller pieces, and butter one piece at a time?			
14. At a buffet, do you avoid filling your place too full?			
15. Do you try to eat neatly so when you leave the table your place doesn't look like a garbage dump?			
16. Do you leave the right amount for a tip?			
17. Do you practice good manners all the time--not just for special occasions?			
18. When dining with others do you handle the paying of the check properly?			

MEETING PERSONAL AND FAMILY TEXTILE NEEDS

Rationale: Integral to personal and family textile decisions is an understanding of self concept, present and possible future roles and careers, physical needs and characteristics, and the life cycle. This curriculum incorporates concepts and strategies which enable young men and women to question quality and quantity, the influence of peer and media pressure, and the issue of status as they make personal and family textile and clothing decisions. The concepts apply to home textile products as well as clothing.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- use critical thinking and practical application skills for choosing, wearing, and caring for clothing.
- recognize the effect of comfort and style, peer pressure, and self identity on clothing selection.
- apply basic sewing skills to the completion of a project.
- state the relationship between textile needs and work and family interaction.
- identify skills that can be transferred to clothing/textile industry careers.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- use critical thinking and practical application skills for providing for personal and family wardrobe and textile needs.
- evaluate physical, social, and psychological needs and concerns in terms of wardrobe plans.
- obtain and maintain a wardrobe.
- apply basic sewing skills to meeting personal and family textile needs.
- explore clothing/textiles industry careers.
- provide for textile needs in a manner that will support positive interaction between work and family.

ADULT LIVING OUTLINE
for
MEETING PERSONAL AND FAMILY TEXTILE NEEDS

I. Self and Society

- A. Relate the influence of customs on clothing for the individual/family.**
 - 1. Analyze the influence of culture on clothing.
 - 2. Identify shapes and styles of clothing.
- B. Summarize what clothes and appearance can tell about a person.**
 - * 1. Explain how clothing gives clues about an individual.
 - 2. Explain how clothing and symbols are part of ceremonies.

II. Using Design

- A. Define the aspects of color**
 - 1. Identify the characteristics of colors.
 - 2. Analyze various types of color groupings.
- B. Evaluate elements of design in relationship to individual/family clothing.**
 - 1. Explain the relationship between line and clothing design.
 - 2. Discuss texture in terms of suitability and its affect on the individual's appearance.
 - 3. Explain ways proportion is created in design.
 - 4. Explain ways to use balance in dress.
 - 5. Identify ways emphasis is created in design.
 - 6. Explain ways to use rhythm in dress.

III. Wardrobe Management

- A. Implement the decision making process with regard to clothing selection.**
 - * 1. Identify factors that affect clothing decisions.
 - * 2. Explain guidelines to follow in planning a wardrobe.
 - * 3. Identify types of clothing stores available.
 - * 4. Discuss methods available to finance clothing purchases.
 - * 5. Discuss how comparison shopping can help meet clothing needs.
- B. Evaluate wardrobe needs with regard to planning for work, school, and leisure.**
 - 1. Identify personal lifestyle and clothing needs.
 - 2. Inventory individual/family's current wardrobe.
 - * 3. Plan and budget for clothing necessary to meet wardrobe needs.
 - 4. Identify ways that meeting textile needs of family members supports interaction between work and family.

- C. **Evaluate fiber and fabric content of clothing items.**
 - 1. Define fiber.
 - 2. Discuss how manufactured fibers affect clothing characteristics.
 - 3. Identify general characteristics of woven and knitted fabrics.
 - 4. Describe mandatory information on garment labels and hangtags.

IV. Construction

- A. **Utilize equipment and supplies to construct a project.**
 - 1. Demonstrate the use of a sewing machine and sewing equipment.
 - 2. Demonstrate the ability to use a pattern or project guide.
- B. **Construct a project** (or refer to V. B.1 to alter or repair a project).
 - 1. Complete a sewing project following instructions.
 - * 2. Demonstrate basic sewing skills.
 - 3. Evaluate the completed project.

V. Maintenance of a wardrobe.

- A. **Identify wardrobe maintenance responsibilities that must be carried out by an individual.**
 - * 1. Assess the care needs of available wardrobe.
 - 2. Utilize information on labels and hangtags in clothing care.
 - * 3. Develop an individual/family plan for wardrobe care.
- B. **Identify wardrobe recycling needs based upon individual/family lifestyle.** (Could be completed in place of construction project.)
 - 1. Evaluate wardrobe for repair needs.
 - 2. Determine if alteration/recycling is appropriate.
 - * 3. Complete the repair of a project/garment.

VI. Careers in Textiles

- A. **Investigate careers available in the clothing/textiles industry.**
 - 1. Identify qualifications needed for careers in the clothing/textiles industry.
 - 2. Explore the advantages and disadvantages of specific clothing/textiles careers.
 - 3. Identify schools and training centers available for clothing/textiles careers.
- B. **Investigate transferable job skills.**
 - 1. Identify clothing/textiles skills that can be applied to work.
 - 2. Identify work skills that can be applied to the home.

MEETING PERSONAL AND FAMILY TEXTILE NEEDS FT ADULT LIVING
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UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**ADULT LIVING****TOPIC:** I. Self and Society
Competency: I.A. Relate the influence of customs on clothing for the individual/family.

Sub-competency	Suggested Learning Experiences	Resources
I.A.1. Analyze the influence of culture on clothing.	Study illustrations of clothing. Look for: --silhouettes of men and women's clothing --specific garments (knickers, petticoats, skirts, pants, tops) Discuss in small groups: --technology, cultural events, industrialization --plan a skit for one of the above	Drawings, pictures, silhouettes. Vanderhoff, Magil Clothes, Clues, and Careers, Ginn & Co. pp. 1-16
I.A.2. Identify shapes and styles clothing.	Give illustrated talks: --fitted, draped, wrapped, combinations --find illustrations in magazines, catalogs, costume books, texts and actual clothing (costumes)	transparencies, bulletin boards, costumes, magazines, text

Competency: I.B. Summarize what clothes and appearance can tell about a person.

I.B.1. Explain how clothing gives clues about an individual.	Model (and role play) men's and women's clothing appropriate for: --interview --on the job --home --school, social functions --jogging FHA: Interview individuals who wear uniforms to work. Get their reactions about the required uniform--likes/dislikes, safety, comfort, fit, color, etc.	Individual's clothing borrowed merchandise magazine pictures Ohio Guide, What to Do Regarding Meeting Personal & Family Textile Needs, p. 14
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UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC: I. Self and Society****Competency:** I.B...cont...Summarize what clothes and appearance can tell about a person.**Sub-competency****Suggested Learning Experiences****Resources**I.B.2.

Explain how clothing and symbols are part of ceremonies.

Discuss common ceremonies and special groups:

- graduation
- proms
- sports
- cheer leaders
- scouts
- band

FHA: Determine the "look" or image that members/officers would like to portray to others when representing the chapter at skill events or functions away from school. Brainstorm appropriate dress and why that would work best for members/officers involved.

Ohio Guide, FT, p. 20

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC: II. Using Design****Competency:** II.A. Define the aspects of color.

Sub-competency	Suggested Learning Experiences	Resources
II.A.1. Identify the characteristics of colors.	Review a large color wheel to recall color plans FHA: Invite professional people in to teach color analysis. Fundraiser: Provide service to community.	<u>Clothes, Clues & Careers</u> , pp. 85-113
II.A.2. Analyze various types of color groupings.	Create a color plan for a small personal bulletin board for home use.	Cork board or ceiling panels.

Competency: II.B. Evaluate elements of design in relationship to individual/family clothing.

II.B.1. Explain the relationship between line and clothing design.	Observe transparencies of lines that depict: direction, width, length, curves, etc. or use familiar symbols (road signs, numbers, letter, \$, ¢) Describe effect of line and division of space by applying concept to garments or household items (furniture, window treatments, wall coverings)	<u>See and Sew</u> <u>Butterick</u> Transparencies or pictures which show lines, patterns, catalogs, drawings, individual garments
II.B.2. Discuss texture in terms of suitability and it's affect on the individual's appearance.	Work in small groups to solve problems; each group uses a set of fabric samples that illustrate different textures and illustrations of "body characteristics". Select fabrics that seem to add to and decrease body size. Discuss each and analyze effects of fabric texture on self if desired.	Fabric samples. Illustrations of body characteristics

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC: II. Using Design****Competency:** II.B...cont...Evaluate elements of design in relationship to individual/family clothing.**Sub-competency****Suggested Learning Experiences****Resources**II.B.3.

Explain ways proportion is created in design.

Select peers of different heights and with different body proportions (trunk, arms, and leg lengths). Try on sweaters, jackets, etc.

Relate the same problem-solving techniques for other members of family (child, preteen, teen, adult, elderly, etc.).

Student volunteers
Text, C.C. & C.
Lyle, Dorothy S.,
Brinkley, Jeanne
Contemporary Clothing
Sr. High, 1983
Bennett,
ISBN 87002-381-0

II.B.4.

Explain ways to use balance in dress.

Review vocabulary asymmetrical, symmetrical, informal and formal balance.

View pictures of interiors and clothing for balance examples. Check for kinds of balance on student clothing in the classroom

Magazines, garments
examples of balance

II.B.5.

Identify ways emphasis is created in design.

Review vocabulary words utilized in dress and interior design (dominates, contrast, repetition, emphasis). Check teacher room and classroom for center of interest and determine what dominates the room, if there is a contrast of parts and if lines, shapes, colors, textures are repeated. Repeat with clothing.

Vanderhoff, Magil
Clothes, Clues & Careers (C.C. & C.
pp. 109-110

Housing Design Series
J. Weston Welch, Pub.

II.B.6.

Explain ways to use rhythm in dress.

Review vocabulary words and relate to dress and interiors (repetition, rhythm progression) to evaluate the application of the elements of design. Locate in magazines, catalogs or on garments the elements of design. Determine those that best suit your personality and life style or for members of your family.

Text C.C. & C.
pp. 111-113

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC: III. Wardrobe Management****Competency:** III.A. Implement the decision-making process with regard to clothing selection.

Sub-competency	Suggested Learning Experiences	Resources
III.A.1. Identify factors that affect clothing decisions.	Students react to the statements: "Actors wear costumes for the roles they play in a movie; people wear costumes". At school, a person might play the role of a student, at work an employee, at home a son or daughter. List other roles one might concurrently play. How might the various roles affect the type of clothing needed by the individual? Complete "To Market, To Market," and discuss. FHA: Develop a school showcase of appropriate leisure attire.	Ohio Guide, FT 1.22 p. 13 Ohio Guide, FT 2.21e p. 63
III.A.2. Explain guidelines to follow in planning a wardrobe.	Plan a checklist to check out your own wardrobe information. Use this checklist in determining wardrobe needs.	Ohio Guide Refer to Checklist, p. 55
III.A.3. Identify types of clothing stores available.	Have a discussion to describe and compare types of stores where clothing may be purchased. The comparison of types of stores can be organized around two topics: The store itself, such as services offered, how the clothing is displayed, how to shop there. And, the clothing, such as types, variety, and amount available. Summarize advantages and disadvantages.	Text C.C. & C Lesson 3, Unit 6, p. 112 Teachers Resource Guide, Worksheet available, p. 378 in Teachers Guide
III.A.4. Discuss methods available to finance clothing purchases.	Discuss and compare 4 ways to pay for clothing (cash, 30-day charge, revolving charge account, lay-a-way). Also discuss why consumers should understand the different ways to pay for clothing.	Clothes, Clues & Careers, Teachers Guide, Handout p. 379

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC: III. Wardrobe Management****Competency:** III.A...cont...Implement the decision-making process with regard to clothing selection.**Sub-competency****Suggested Learning Experiences****Resources****III.A.5.**

Discuss how comparison shopping can help meet clothing needs.

On 3x5 cards each student list items to check for when comparison shopping. All ideas will be shared and listed on the board. Students will then compare their list to the checklist on page 384 of the teacher's guide. Students will compare two items according to the checklist and decide which item will be the best choice.

2 pair levi's, (denims) or any 2 other similar articles.

Competency: III.B.

Evaluate wardrobe needs with regard to planning for work, school, leisure.

III.B.1.

Identify personal lifestyle and clothing needs.

Analyze personal lifestyle including clothing needs for: school, work, recreation, leisure, and social activities. Identify clothing needed most frequently, often, seldom. Evaluate wardrobe for consistency with needs.

Consider how individual and family needs may change as they progress through life. How would these affect decisions relative to textile needs?

Ohio Guide, FT 2.12
pp. 33-35

III.B.2.

Inventory individual's/family's current wardrobe.

Choose family members or relatives and conduct an inventory of their wardrobe. Use chart to record findings (choose infant, child, teen, or adult).

Nasco Catalog, 1985
Wardrobe Workbooks for
Girls/Boys, p. 21

III.B.3.

Plan and budget for clothing necessary to meet wardrobe needs.

Use the above inventory list, and prepare a plan and budget for the needed wardrobe items.

Nasco Catalog, 1985
Wardrobe Mgt. Workbooks

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC: III. Wardrobe Management****Competency:** III.B...cont...Evaluate wardrobe needs with regard to planning for work, school, leisure.**Sub-competency Suggested Learning Experiences Resources****III.B.4.**

Identify ways that meeting textile needs of family members supports interaction between work and family.

Discuss relationship between positive self concept (by having appropriate clothing items) and a positive interaction between family members and job success.

Competency: III.C. Evaluate fiber and fabric content of clothing items.**III.C.1.**

Define fiber.

Find swatches to match each type of fiber. Make sure to include natural, manufactured, synthesized, generic, trademark. Identify fiber content of various student apparel.

swatches,
Identification sheets
for students

Complete student worksheet #2, "Fiber Facts".

Proctor & Gamble,
Learning About
Laundry.

III.C.2.

Discuss how manufactured fibers affect clothing characteristics.

Compare fabrics with different fiber contents for wearability, washability, and travelability.

Bring samples or use
student apparel.

III.C.3.

Identify general characteristics of woven and knitted fabrics.

Have a laboratory session to identify and describe fabrics. Students work in pairs. Provide each pair with a selection of woven and knitted fabric swatches and a magnifying lens. Students attach fabric sample to appropriate worksheet and record observations.

Clothes, Clues &
Careers
Teacher Resource
Worksheet 5 & 6
pp. 381 and 382

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC: III. Wardrobe Management****Competency:** III.C...cont...Evaluate fiber and fabric content of clothing items.

Sub-competency	Suggested Learning Experiences	Resources
III.C.4. Describe mandatory information on garment labels and hangtags.	Set up several stations with a garment at each station with all hang tags and labels attached or shown with the garment. Assign students to work in pairs to circulate to each station to analyze hang tags and labels that belong with each garment. Complete worksheet as they analyze the labels (mandatory and voluntary information).	Clothes, Clues & Careers, Teachers Resource, p. 129 Worksheet #7 Labels & Hangtags p. 383

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC: IV. Construction****Competency:** IV.A. Utilize equipment and supplies to construct a project.

Sub-competency	Suggested Learning Experiences	Resources
<u>IV.A.1.</u> Demonstrate the use of a sewing machine and sewing equipment.	Use handout on page 389 to record proper names of the sewing machine parts and their use. Also you can use page 390 to do station work on the various sewing equipment names and their uses. FHA: Plan a home sewing awareness day. Promote home sewing as an economical and creative venture. Use displays and announcements.	<u>Clothes, Clues & Careers</u> p. 389 Handout p. 390 Worksheet <u>Ohio Guide, FT 2.25</u> p. 95
<u>IV.A.2.</u> Demonstrate the ability to use a pattern or project guide.	Complete pretest to determine which sewing experiences you are capable of. Emphasize the use of pattern and project guide by practicing layouts and following aloud the sequence of procedures to follow in completing the project.	<u>Clothes, Clues & Careers,</u> Worksheet 11, p. 388 Worksheet 16, p. 398 (Making a Plan)

Competency: IV.B. Construct a project (or refer to V.B.1. to alter or repair a project).

<u>IV.B.1.</u> Complete a sewing project following instructions.	Discuss with the instructor a suitable project with a challenging level of difficulty or go to V.B. to repair/alter a project in specified period of time. Develop individual plans depending on project to be constructed. Organize steps, help and time in using references, guide sheets and school calendar.	<u>Ohio Guide, FT 2.25</u> pp. 85-88
<u>IV.B.2.</u> Demonstrate basic sewing skills.	Follow the teachers guidelines to determine which basic sewing skills will be used in the completion of this project. (Teacher determine skills for level of class.)	<u>Ohio Guide, FT 2.25</u> pp. 85-91

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC:** IV. Construction**Competency:** IV.B...cont...Demonstrate basic sewing skills.

Sub-competency	Suggested Learning Experiences	Resources
IV.B.3. Evaluate the completed project.	Complete the evaluation for your alteration/repair/project.	Benzley, Janet The Idea Works P.O. Box 806 Bountiful, UT 84010 (send for information sheet), Grading Sheet Chamberlain, Valine Budinger, Peyton Jones, Jan Perry Teen Guide, Webster Division/McGraw-Hill ISBN 0-07-007842-4 pp. 125-127 Judging

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC:** V. Maintenance of a Wardrobe.**Competency:** V.A. Identify wardrobe maintenance responsibilities that must be carried out by an individual.

Sub-competency	Suggested Learning Experiences	Resources
V.A.1. Assess the care needs of available wardrobe.	Complete "Make it Happen". Complete student worksheet #5, "Sorting out Laundry Facts." FHA: Place posters in community laundry centers illustrating health/clothing concepts. (Disinfect diapers, cold/water/hot water bacterial growth in clothing, contagious diseases)	<u>Clothes, Clues, & Careers,</u> Resource Book, p. 113 <u>Proctor & Gamble Learning About Laundering</u> <u>Ohio Guide, FT 1.11e</u> p. 4
V.A.2. Utilize information on labels and hang tags in clothing care.	Choose appropriate cleaning methods and products using information obtained from care labels and hang tags.	<u>Ohio Guide, FT 3.13e</u> pp. 107-110
V.A.3. Develop an individual/family plan for wardrobe care.	Review personal/family inventory list. Beside each garment listed, place the name of the method of cleaning required and any other special conditions needed. Also list how often this type garment needs cleaning. FHA: Demonstrate the proper way to pack a suitcase for overnight, weekend, and a weeks vacation.	Previous inventory list <u>Ohio Guide, FT 3.11</u> p. 101

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC:** V. Maintenance of a Wardrobe**Competency:** V.B. Identify wardrobe recycling needs based upon individual/family lifestyle. (Could be completed in place of construction project.)

Sub-competency	Suggested Learning Experiences	Resources
<u>V.B.1.</u> Evaluate wardrobe for repair needs.	Develop a checklist of items which should be checked to determine if an article of clothing needs repair. Have the teacher run off copies of this checklist so that the student may check a specified number of garments in student's or family member's wardrobe. (Check for closure, hems, seams, etc.)	
<u>V.B.2.</u> Determine if alteration/recycling is appropriate.	Discuss how you can tell by examining a garment whether or not it can be altered successfully. List points as they are brought about. (Fabric, fabric finishes, garment design, construction details, seam width, and age of the garment.	
<u>V.B.3.</u> Complete the repair of a project/garment.	Discuss with the teacher if you are going to repair/alter a project or construct one. Time allocation for this will be determined by the student and teacher. FHA: Collect secondhand clothing items. Repair for persons needing clothing (handicapped, children, elderly)	Ohio Guide, FT 3.14e pp. 115-116 Ohio Guide, FT 3.14 p. 116

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC:** VI. Careers in Textiles**Competency:** VI .A. Investigate careers available in the clothing/textiles industry.**Sub-competency****Suggested Learning Experiences****Resources**VI.A.1.

Identify qualifications needed for careers in the clothing/textiles industry.

Written assignment:

--List 4 traits that will help you succeed in the world of work. Give examples to tell how each trait is important.
--Tell how communication skills are important in the world of work. Give examples.

Clothes, Clues & Careers

Teachers Resource Book, p. 298

VI.A.2.

Explore the advantages and disadvantages of specific clothing/textile careers.

Copy list of clothing careers from QOH. Students evaluate specified career for advantages and disadvantages listing each in appropriate columns. Students share information at end of hour to determine the positive and negative aspects of a clothing career.

Occupational Outlook Handbook.

Counselor

Public Library

VI.A.3.

Identify schools and training centers available for clothing/textiles careers.

Discuss with a counselor or training center the opportunities and training centers available for a clothing career. Attend a Career-Day to meet the people in the clothing industry.

FHA: Sponsor a Career-Day in school.

Competency: VI.B. Investigate transferable job skillsVI.B.1.

Identify clothing/textiles skills that can be applied to work.

List qualifications the students feel that they have in preparation for the world of work. Discuss the qualities related to clothing occupations.

Clothes, Clues & Careers.

Variety of publications, books, etc. related to dressing for the job.

UNIT: MEETING PERSONAL AND FAMILY TEXTILE NEEDS**FT
ADULT LIVING****TOPIC:** VI. Career in Textiles**Competency:** VI.B...cont...Investigate transferable job skills.

Sub-competency	Suggested Learning Experiences	Resources
<u>VI.B.2.</u> Identify work skills that can be applied to the home.	Discuss the following work/related terms and their importance in applying them at home: --Reliability --Dependability --Being responsible --Being able to get along with others --Cheerfulness --Interest and willingness to learn --Communication	

CREATING A LIVING ENVIRONMENT

Rationale: A living environment for individuals, families, and society is a basic human need. Creating a satisfying environment includes examining options available and using critical thinking processes for practical problem solving in the selection, maintenance, and management of housing; and in human interaction within the broader living environment.

The junior high focus is on the student as a participatory member in home/family life. The student should be able to:

- respect personal and shared space.
- actively participate in the maintenance and management of the living environment.
- accept responsibility for a safe environment.
- identify special housing-related needs of individuals and families.
- utilize skills acquired to provide personal income.
- identify skills that can be transferred to the housing/home furnishings industry.
- state the relationship between the living environment and work/family interaction.

The senior high focus is on the student as a leader in home/family life. The student should be able to:

- critically analyze and apply principles in making decisions concerning living environments throughout the life cycle.
- manage and maintain a living environment.
- equip and furnish a living environment.
- identify the responsibilities of individuals for addressing societal living environment-related issues.
- explore careers in the housing/home furnishings industry.
- create a living environment that supports positive interaction between work and family.

ADULT LIVING OUTLINE
for
CREATING A LIVING ENVIRONMENT

I. Making Housing Decisions

- A. Identify factors which affect the choice of living space.**
 - 1. Identify personal/family values and goals related to housing.
 - * 2. Discuss relationship of income to housing choice.
 - 3. Discuss how living environments support a positive interaction between work and family.
 - * 4. List alternative types of housing.
- B. Analyze housing for specific family needs.**
 - 1. Identify housing needs based upon life cycle stages.
 - * 2. Determine appropriate housing according to family composition and special needs.
- C. Develop a plan and carry out responsibilities for improvement of public areas.**
 - 1. Analyze school and community needs.
 - 2. Identify improvements that can be carried out by individuals and families.

II. Home Management and Maintenance

- ***A. Analyze personal and family lifestyles in regard to shared responsibilities.**
 - 1. Recognize how family composition and lifestyle affect management and maintenance needs.
 - 2. Identify capabilities and abilities of family members in regard to meeting management and maintenance needs.
- ***B. Apply effective management techniques to home maintenance and care.**
 - 1. Recognize management and maintenance needs for the home.
 - 2. Discuss ways to plan for housing repairs and upkeep.

III. Equipment and Furnishings.

- A. Evaluate equipment needs for desired lifestyle.**
 - 1. Identify types of equipment needed for specific tasks.
 - 2. Develop standards for selection of equipment.
 - 3. Demonstrate knowledge of proper use, care, and upkeep.
- B. Evaluate home furnishings needs based on desired lifestyle.**
 - 1. Identify desired lifestyle.
 - 2. Identify home furnishings needs based on family/work demands.
 - * 3. Develop ways to furnish and decorate on a budget.

IV. Housing Careers**A. Investigate alternative housing careers.**

1. Identify qualifications needed for different careers in the housing area.
2. Explore the advantages and disadvantages of a specific housing career.

B. Investigate transferable job skills.

1. Identify housing-related skills that can be applied to work.
2. Identify work skills that can be applied to the home.

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UNIT: CREATING A LIVING ENVIRONMENT**LE
ADULT LIVING****TOPIC: I. Making Housing Decisions****Competency:** I.A. Identify factors which affect the choice of living space.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.A.1.</u> Identify personal/family values and goals related to housing.	Using pictures of many different types of housing, write and share ideas of values and needs of inhabitants. (Be sure to include apartments, condominiums, townhouses, single family dwellings, city, rural, etc.) Share and discuss. Make a chart to categorize personal needs for living space. E.g.: "What I Gotta Have, Oughta Have, Wanta Have, Forget It".	<u>Survival, A Guide To Living on Your Own, Unit 3 & 10</u> <u>Your Future: Plans and Choices, Part II, Chapter 6&7</u> <u>Oklahoma Guide Housing and Home Furnishings, HF-1A</u>
<u>I.A.2.</u> Discuss relationship of income to housing choice.	In groups, plan steps involved in making housing cost decisions for case study families. Share and discuss. (Develop a financial plan for housing.) Interview several landlords in your community to determine total cost of living in various types of rental units. Compare your findings. Discuss how these findings might affect housing choices. Investigate the costs of buying and renting comparable (size and quality) new and older homes, mobile homes, modular homes, apartments and condominiums in different locations. Compare total costs as well as availability of financing. Summarize in a class discussion. FHA: Invite a person from your local Consumer Credit Counseling Service to discuss budgeting guidelines which apply to housing (the relationship of a family's total income to the percentage of income that can be allotted to monthly house payment/rent, saving for a down payment, making house payments or paying for furnishings). Identify credit problems specifically related to housing and home furnishing purchases.	<u>Your Future: Plans and Choices, Part II & V Homes: Today and Tomorrow, Chapter 6 Ohio State Guide, What to Do Regarding Creating a Living Environment, 1.22 p. 53</u> <u>Ohio Guide, LE 1.22 p. 53</u> <u>Ohio Guide, LE 1.22 p. 53</u>

UNIT: CREATING A LIVING ENVIRONMENT**LE
ADULT LIVING****TOPIC: I. Making Housing Decisions****Competency:** I.A...cont...Identify factors which affect the choice of living space.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.A.3.</u> Discuss how living environments support a positive interaction between work and family.	Survey families concerning family member careers, and how they influence, support and challenge family lifestyles. FHA: Report results in community newspaper.	<u>The Savvy Consumer</u> Chapter 6, 6-1
<u>I.A.4.</u> List alternative types of housing.	FHA: Using a Chamber of Commerce or real estate directory, identify various types of housing available in the local community. Working in groups, identify advantages and disadvantages of each.	<u>The Savvy Consumer</u> Chapter 6, 6-2

Competency: I.B. Analyze housing for specific family needs.I.B.1.
Identify housing needs based upon life-cycle stages.

After reviewing the states of family life cycle, predict ways these changes may influence a family's housing needs. Choose one state of the life cycle and describe housing that meets the needs of the family.

Ohio Guide, LE 1.11e
p. 17

Based on a projection of your income after graduation, formulate a financial plan for housing. List your probable needs and wants and using newspaper ads, select one appropriate housing option. Develop a checklist to use in evaluating the housing unit and then visit it to see how well it would meet the criteria. Report your findings to class.

Ohio Guide, LE 1.22
p. 54I.B.2.
Determine appropriate housing according to family composition and special needs.

Using current, local newspapers for announcements of available housing, select appropriate housing for specific families and give reasons why chosen.

Ohio Guide, LE 1.12
p. 19

UNIT: CREATING A LIVING ENVIRONMENT**LE
ADULT LIVING****TOPIC: I. Making Housing Decisions**

Competency: I.B Develop a plan and carry out responsibilities for improvement of public areas.

Sub-competency	Suggested Learning Experiences	Resources
<u>I.C.1.</u> Analyze school and community needs.	Invite a planner to visit class and discuss city plans for development and redevelopment; or have the class attend a city council meeting when city planning is being discussed.	Homes: <u>Today and Tomorrow</u> , pp. 155-179
<u>I.C.2.</u> Identify improvements that can be carried out by individuals and families.	FHA: Plan a project for school and/or community as a result of the planner's visit or city council attendance. Encourage other school organizations to assist and/or work with a community service group to carry out the project.	Teen Times, FHA, <u>Youth-Centered Leadership Handbook</u>

UNIT: CREATING A LIVING ENVIRONMENT**LE
ADULT LIVING****TOPIC: II. Home Management and Maintenance****Competency: II.A.** Analyze personal and family lifestyles in regard to shared responsibilities.**Sub-competency****Suggested Learning Experiences****Resources****II.A.1.**

Recognize how family composition and lifestyle affect management and maintenance needs.

After reviewing lifestyles, develop a home management and maintenance plan for a case study or personally identified family. Role play family members of different ages and abilities to identify tasks and duties which they can accomplish. Discuss problems encountered in the roles as the tasks were performed.

Ohio Guide, LE 2.21e
p. 67-72

II.A.2.

Identify capabilities and abilities of family members in regard to meeting management and maintenance needs.

Analyze your family's weekly plan involving family members in the performance of the daily, weekly and occasional home maintenance tasks. Are the responsibilities shared? If so, how? Does everyone in the family have responsibilities? What are the consequences of sharing responsibility for home maintenance "tasks"?

Ohio Guide, LE 2.21e
p. 67

Devise a family plan for sharing home maintenance responsibilities with family members. Compare and contrast this plan with an individual's responsibilities and needs when living alone. Discuss the advantages and disadvantages of living and working with others.

Competency: II.B. Apply effective management techniques to home maintenance and care.**II.B.1.**

Recognize management and maintenance needs for the home.

Interview home authority/manager (parent) and identify management and maintenance duties currently done in the home. Share with the class and then, in chart form, develop a division of labor plan which divides responsibilities of family members to accomplish these duties.

Ohio Guide, LE 2.21e
2.22e, p. 67-72

UNIT: CREATING A LIVING ENVIRONMENT**LE
ADULT LIVING****TOPIC:** II. Home Management and Maintenance**Competency:** II.B...cont...Apply effective management techniques to home maintenance and care.

Sub-competency	Suggested Learning Experiences	Resources
II.B.1.cont.. Recognize management and maintenance needs for the home.	Eg: adult adult adult others (mom) (dad) (me) Necessary task/duty Assign tasks or develop a "job jar" for tasks to be done. Develop an information card system for unsupervised tasks to be performed by other family members.	
II.B.2. Discuss ways to plan for housing repairs and upkeep.	Discuss how different types of homes require different types of maintenance and upkeep, e.g., style of home, location, family values, etc. Survey homes or the home economics department for repairs that need to be made. Make a maintenance/upkeep schedule prioritizing important to least important things to be done. Determine cost. What should you do regarding maintaining and repairing housing items. Complete chart identifying alternatives and consequences. Discuss values implicit in each. Evaluate in terms of time, cost and skills necessary.	Ohio Guide, LE. 2.21e p. 68 Ohio Guide, LE 2.23, pp. 73-74

UNIT: CREATING A LIVING ENVIRONMENT**LE
ADULT LIVING****TOPIC: III. Equipment and Furnishings****Competency: III.A. Evaluate equipment needs for desired lifestyle.**

Sub-competency	Suggested Learning Experiences	Resources
III.A.1. Identify types of equipment needed for specific tasks.	Invite equipment dealers to demonstrate appliances, take a field trip to an appliance store, or use catalogs, newspapers, and consumer reports to get information and literature about available appliances. Develop a checklist to use in purchasing equipment.	Oppenheim, Irene <u>Living Today</u> Bennett Pub. Co <u>Ohio Guide</u> , LE 2.31 p. 81-85 LE 2.35, p. 113-116
III.A.2. Develop standards for selection of equipment.	Using information from the above activities, identify specific features to be included in student-developed checklist. Investigate consumer information magazines to identify selection, use and care guidelines for purchasing one type of household equipment. Report findings regarding price, quality and features available.	<u>Homes: Today and Tomorrow</u> , Chapter 12-13 <u>Ohio Guide</u> , LE 2.31 p. 84
III.A.3. Demonstrate knowledge of proper use, care, and upkeep.	Put on an equipment seminar presented by class members. Use operating manual to insure proper operation and care of the appliance. Review several use-and-care booklets provided with household equipment. Evaluate the information given in terms of its value in assisting with the selection, use and care of equipment items.	<u>Ohio Guide</u> , LE 3.31 p. 84

Competency: III.B. Evaluate home furnishing needs based on desired lifestyle.

III.B.1. Identify desired lifestyle.	Complete a checklist to determine personal lifestyles and the relationship of lifestyle to choices of home furnishings.	Parnell, Frances <u>Homemaking Skills for Everyday Living</u> , Goodheart & Wilcox Co.
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UNIT: CREATING A LIVING ENVIRONMENT**LE
ADULT LIVING****TOPIC:** III. Equipment and Furnishings**Competency:** III.B...cont...Evaluate home furnishing needs based on desired lifestyle.

Sub-competency	Suggested Learning Experiences	Resources
III.B.2. Identify home furnishing needs based on family/work demands.	Analyze family case studies to determine furnishings and equipment which would meet the needs of those families.	<u>Ohio Guide</u> , LE pp. 1-14
III.B.3. Develop ways to furnish and decorate on a budget.	Given a specific budget, develop a list of needs, wants and non-essentials. Select alternatives for each item on the list; example, need: bed; alternatives: water bed, rollaway cot, hide-a-bed. Compute costs of covering walls and floors of a living space. Given a budget and type of living space, work in groups of 3-5 students to decide on lifestyle of a family and its composition. Suggest ways to furnish and decorate the space for individual and family satisfaction. Compute to find the best buy in a piece of furnishing or equipment and justify the choice of cost and use. Need to identify lifestyle, family composition, type of living space. Using resources, identify alternatives to furnishing and accessorizing a living space. Invite guests to share techniques for creating accessories (eg. plants, framed pictures, handcrafts, etc.)	<u>The Savvy Consumer</u> pp. 162-163 <u>Oklahoma Guide: Housing & Home Furnishings</u> HF 53D-175D, esp. 61D Pearson, Craig <u>Independent Living, Being on Your Own</u> McGraw Hill Book Co. Part 2, esp. 113-131 <u>Ohio Guide</u>, LE 2:32 LE 2.33, pp. 87-97 <u>Teen Guide</u>, Unit 3 Chapter 20, 21 (esp. Survival, pp. 77-89) <u>Ohio Guide</u>, LE 2.32 p. 91

UNIT: CREATING A LIVING ENVIRONMENT**LE
ADULT LIVING****TOPIC: IV. Housing Careers****Competency:** IV.A. Investigate alternative housing careers.

Sub-competency	Suggested Learning Experiences	Resources
<u>IV.A.1.</u> Identify qualifications needed for different careers in the housing area.	Interview people employed in alternative housing careers (such as selling equipment, appliances, home furnishings linen, etc.) from the standpoint of educational and training requirements, availability of jobs, opportunities for advancement, salary, etc. Compare self-employment with employed careers and opportunities.	<u>The Savvy Consumer</u> , pp. 232-243
<u>IV.A.2.</u> Explore the advantages and disadvantages of a specific housing career.	Results to be compiled for a radio or video-taped show: --Research a housing career in depth and "shadow" someone in that career. Report/share advantages and disadvantages in a "careers seminar".	<u>Ohio Guide, LE 3.25</u> pp. 155-158 <u>Oklahoma Guide</u> , HF 1F-17F

Competency: IV.B. Investigate transferable job skills.

<u>IV.B.1.</u> Identify housing related skills that can be applied to work.	Identify a job of personal interest and personal skills that fulfills a need. Develop a plan of work to market these housing-related skills (cleaning, window washing, yard work, grocery delivery, etc.)	
<u>IV.B.2.</u> Identify work skills that can be applied to the home.	List tasks needed for a particular housing-related job and emphasize how these skills can be used in the home (eg. installing curtain rods and hanging draperies, selecting furnishings, installing cabinets, etc.).	

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